

NEW-WORLD LANGUAGE SERIES

FOREIGNERS' GUIDE TO ENGLISH

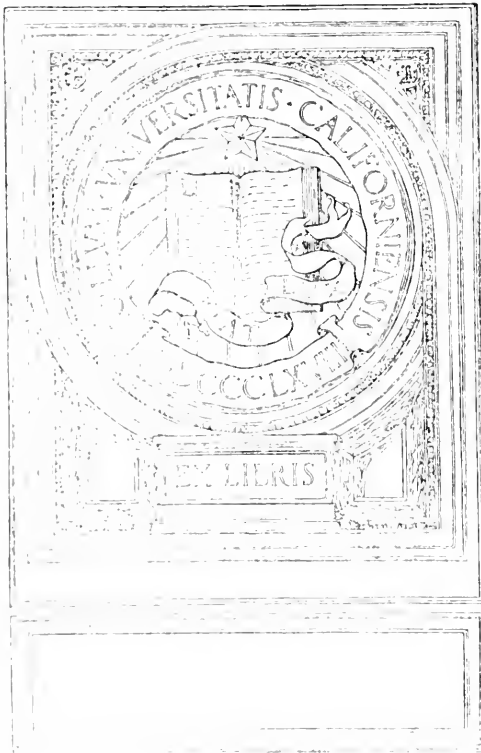
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FOREIGNERS' GUIDE TO ENGLISH

BY

AZNIV BESHGETURIAN

AUTHOR OF "A GUIDE TO THE ENGLISH LANGUAGE"

WITH TWO HUNDRED AND SIXTY-ONE
ILLUSTRATIONS



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INTRODUCTION

Some of the foreigners who come to make their home in the United States have been well educated in their own countries; some may have received a certain degree of education; others have had no education whatever. All, however, need to become acquainted with the English language. Most of them work long hours during the daytime and often at places where they hear little or no English. Their evening class is sometimes the only place where they can hear the language properly spoken. Most of them think, when they come to this country, that the English language is difficult to acquire. Hence the first lessons should be simple, with results that may be readily seen by teacher and pupil alike. They should find their lessons interesting and should see that they are useful. In order that they may be satisfied, great effort should be made to stimulate them, to make each lesson of some intrinsic value, and to present the study of English in as interesting a way as possible.

Through daily contact outside the school-room with persons of different nationalities, the author of this book has learned which of the peculiarities of the English language are most difficult for them, and also what vocabulary is requisite for their everyday life. This book is written to present these particular things, and at the same time to familiarize the pupil with the idiomatic expressions most commonly used. It also teaches as soon as may be, and by practical illustrations only, such simple

grammatical uses as are most important for beginners.

The chief difficulties of the English language to foreigners appear to be as follows:

1. Some particular sounds, as *v* and *w*, *ē* and *ī*, *th* and *wh*.
2. The different sounds indicated by the same letter, as of *a* in the words *can*, *cane*, *car*, *care*, *call*.
3. The accent of words and the cadence of phrases and sentences.
4. The use of auxiliaries, as *have* and *do*.
5. The comparison of adjectives.
6. The idiomatic uses of prepositions.
7. The order of words in declarative and interrogative sentences.

SYNOPSIS OF GRAMMATICAL FORMS

This synopsis notes the chief grammatical forms illustrated in the lessons. Lessons not here noted introduce words which illustrate the use of vowel and consonantal sounds, or which go to make up the vocabulary.

Personal Pronouns (Lessons 2-10, 11, 14, 26, 28, 34). The singular and plural forms are given with illustration of the formation and uses. The teacher should not confine herself to the text; she should add other illustrations and should encourage pupils to make their own sentences, first orally and then in writing. The difference should be shown between *my* and *mine*, *your* and *yours*, *her* and *hers*, *our* and *ours*, *their* and *theirs*, as in Lessons 2 and 34.

Plurals (Lessons 7, 9, 14, 34, 39, 56). The teacher

should show how to distinguish between singular and plural forms. Here, also, the teacher should add illustrations and encourage the pupil to make others.

Possessive Case (Lessons 15, 34). The formation of the possessive singular is introduced in Lesson 15 and distinguished from the plural in Lesson 34.

Prepositions (Lessons 5, 6, 7, 9, 16, 18, 27, 28, 34, 35, 36, 37, 38, 45, 76). The preposition *of* also conveys the thought of possession. As there is no equivalent word for it in many foreign languages, its use is often very hard to understand and acquire.

EXAMPLE: The girl's ribbon.

The ribbon *of* the girl.

Other prepositions having idiomatic uses are *to*, *from*, *by*, and *with*. Of these, *to*, besides having its uses indicating direction, as in *I went to the door*, indicates also the person *to* or *for whom* and the thing *to* or *for which* something is done.

EXAMPLE: I give this book *to* you.

He gives his time *to* study.

As some of the uses of *from* have no equivalent in many of the languages and as this preposition is in constant use in ordinary conversation, special effort should be made to teach it

EXAMPLE: Where do you come *from*?

Take the book *from* him.

Can you read this *from* your seat?

By and *with*, like *to*, beside their ordinary uses, have somewhat different meanings in

She does it *by* hand.

We cut bread *with* a knife.

Comparison of Adjectives (Lessons 59, 66). Illustrations are given of the regular comparison of adjectives. Pupils can afterward be shown those in common use which are compared irregularly.

Auxiliaries (Lessons 11, 13, 17, 18, 27, 28, 33, 43, 44, 47, 48, 49, 52, 63, 68, 69). Two auxiliaries which are very perplexing to the pupil, are *have* and *do*—*have* in connection with the perfect tenses, and *do* in its use in interrogative and negative sentences and in the emphatic form of the verb.

Interrogative Sentences (Lessons 13, 19, 47, 70, 72). Pupils need to be led to see the change in the order of words which usually takes place in asking a question.

From Lesson 1 to Lesson 19 there is a great deal of practice in questions with *what*, *where*, and *who*, which require no change of order, and questions with the forms of *to be* and *to have*, which do require change of order. With Lesson 19 begins the drill on the interrogative use of *do*, *does*, and *did*.

Tenses (Lessons 27, 28, 29, 33, 42, 43, 44, 68, 69). In the first three of these lessons, the past of *to be* is taught, and the use of *shall* and *will*. In the next four lessons, the formal study of past and future tenses is begun, as well as the present and past progressive forms. The last two lessons deal with the perfect tense.

As all these grammatical forms are common in everyday speech, pupils should be made familiar from the beginning with the simpler forms and uses and then proceed to the more difficult and idiomatic uses.

CONVERSATION

Much attention should be given to conversation. Constant practice in speaking is what the pupils need. Even if they could talk the whole time of the evening lesson, it would not be much in comparison with the rest of the time in which they speak their own language. The class-room is the only place where they can acquire correct usage. Pupils should always be made to give full answers, as they need the practice of speech.

Throughout this book, but more particularly in Part I, the lessons afford the teacher constant opportunity for conversation and action work. Whenever possible, action should precede and then accompany the reading of a group of sentences.

PHONICS

The teaching of phonics should begin the first day. The elementary sounds should come first, and then the sound combinations. A few minutes' drill every day on phonics for the first two years is of great value for securing good enunciation and self-reliance in pronouncing new and difficult words. It is also of great help in spelling.

MEMORY WORK

Short sentences or sayings committed to memory are invaluable in enlarging the pupil's vocabulary. Such sentences should be at first simple and brief and should appeal to the learner's interest.

It may be added that the method employed in this book has been in use in one of the evening schools of Boston for the last seven years with successful results.

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PART I

Objects and Actions

THE ALPHABET

a	A	b	B	c	C	d	D	e	E	f	F
g	G	h	H	i	I	j	J	k	K	l	L
m	M	n	N	o	O	p	P	q	Q	r	R
s	S	t	T	u	U	v	V	w	W	x	X
		y	Y	z	Z						

a	A	b	B	c	C	d	D	e	E
f	F	g	G	h	H	i	I	j	J
k	K	l	L	m	M	n	N	o	O
p	P	q	Q	r	R	s	S	t	T
u	U	v	V	w	W	x	X	y	Y
		z	Z						

Foreigners' Guide to English

LESSON 1

INTRODUCTORY LESSON

hat



bag



pen



bell



a hat

a pen

a bag

a bell

what

this

is

What is this?

This is a hat.



What is this?

This is a bag.



What is this?

This is a pen.



What is this?

This is a bell.



PHONIC DRILL

ă

n

an

c

f

m

p

r

t

c an

f an

m an

p an

r an

t an

can

fan

man

pan

ran

tan

NOTE.—In teaching this lesson as well as all the lessons following, let the presentation of object and action precede the word or sentence. Speak each word slowly and distinctly. Let pupils repeat after you. Then ask them questions and let them give the correct answers in full. Put the sentences on the blackboard and let them read from the blackboard first; then give out the books.

Teach the phonic elements given above with the first lesson and drill each day until pupils have them thoroughly.

LESSON 2

THE PERSONAL PRONOUNS

cap	key	I	you
pencil	take	my	your

What is this?

This is a cap.



What is this?

This is a pencil.



What is this?

This is a key.



I take a pen.

I take a bell.

I take a hat.

I take a bag.

You take a pen.

You take a bell.

You take a hat.

You take a bag.

my cap	my pen	my bag	my key
your cap	your pen	your bag	your key

I take my key.

You take my cap.

I take my bag.

You take your key.

You take your cap.

You take your bag.

This is my pencil.

This is my hat.

This is my bag.

This is my pen.

This is my key.

This is your pencil.

This is your hat.

This is your bag.

This is your pen.

This is your key.

Is this a bell?

This is a bell.



Is this a cap?

This is a cap.



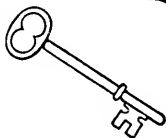
Is this a pencil?

This is a pencil.



Is this a key?

This is a key.



PHONIC DRILL—b h s at

c at f at m at p at r at s at

cat fat mat pat rat sat

NOTE. — Let the pupils, as well as the teacher, perform the actions and make the statements. Use gestures when first teaching the personal pronouns.

LESSON 3

PRONOUNS

the pin

desk

have

who

the box

give

has

me

What is this?

This is a pin.



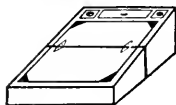
What is this?

This is a box.



What is this?

This is a desk.



This is my desk.

This is my pin.

This is my box.

This is your desk.

This is your pin.

This is your box.

Take my bell.

I take your box.

I give you a pin.

Give me the pin.

Give me the bell.

Take your pencil.

You take my box.

I give you a bag.

Give me the box.

Give me your key.

You have a key.

Give me the key.

I take the key.

You have a hat.

Give me the hat.

I take the hat.

You have my pencil.

Give me my pencil.

I take the pencil.

I have your cap.

I give you your cap.

You take the cap.

man

Mr. Brown



woman

Mrs. Brown



Who is this?

This is Mr. Brown.

Mr. Brown is a man.

Who is this?

This is Mrs. Brown.

Mrs. Brown is a woman.

Who has a box?

Who has a key?

Who has a hat?

Who has a bag?

Who has a pin?

Who has a desk?

Mr. Brown has a box.

Mrs. Brown has a key.

The man has a hat.

The woman has a bag.

I have a pin.

I have a desk.

PHONIC DRILL—k d ě

B en	d en	h en	k en	m en	p en
Ben	den	hen	ken	men	pen

NOTE. — Pupils should know each other's names and give correct titles.

LESSON 4

PRONOUNS

gives	watch	basket	he
takes	chain	and	she

What has the man?

He has a watch.

He has a chain.

He has a watch and a chain.



What has the woman?

She has a key.

She has a basket.

She has a key and a basket.



Give me the pen.

He gives me the pen.

Give me a pencil.

He gives me a pencil.

Give me the bell.

He gives me the bell.

Give me the watch.

She gives me the watch.

Take my watch.

He takes the watch.

Take this bell.

She takes this bell.

Take the chain.

She takes the chain.

Take this pin.

He takes this pin.

a man and a woman

a pen and a pencil

a bell and a box

a watch and a key

coat

stick

John Brown
boy



Mary Brown
girl

Who is this?

Who is this?

This is John Brown.

This is Mary Brown.

John Brown is a boy.

Mary Brown is a girl.

What has John?

What has Mary?

He has a stick.

She has a cap.

He has a box.

She has a coat.

He has a box and a stick.

She has a cap and a coat.

Mrs. Brown gives Mary the coat.

Mary takes the coat.

Mary gives me the key.

I give Mary the box.

I take the key.

She takes the box.

I give	he gives	Mr. Brown gives
you give	she gives	Mrs. Brown gives

I take	he takes	the woman takes
you take	she takes	the man takes

I have	he has	the boy has
you have	she has	the girl has

The man takes my bell.

He gives me a pencil.

The girl gives you a pen.

She takes your pencil.

The woman gives you my bag.

She gives me your box.

The boy has your basket.

He has my watch and your pen.

I have your cap.

You have my watch and chain.

PHONIC DRILL — g l w ě

b et	g et	l et	m et	n et	w et
bet	get	let	met	net	wet

NOTE. — Guard against pupils' saying, "he take" or "she give," etc., until the habit of using the correct form is fixed.

LESSON 5

PRONOUNS

paper	bread	they	yes
knife	pocket	that	in
like	money	book	where

Where is the knife?

The knife is in the box.

Where is the money?

The money is in the bag.

Where is the book?

The book is in the pocket.



This is my money.

That is your money.

This is my book.

That is your book.

Take this knife.

Give me that knife.

Give me that book.

Take this book.

This is my paper.

Take this paper.

That is your paper.

Give me that paper.

This pencil is in my box.

That pencil is in your box.

This key is in my pocket.

That key is in your pocket.

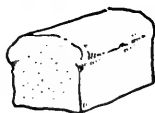
Mrs. Brown gives Mary bread.

She gives John bread.

Mary takes the bread.

John takes the bread.

They take the bread.



Mary likes bread.

Mrs. Brown likes bread.

John likes bread.

Mr. Brown likes bread.

> They like bread.

They like bread.

I like bread.

You like bread.

Have you a book?

Has he a book?

Yes, I have a book.

Yes, he has a book.

Has she money?

Have they money?

Yes, she has money.

Yes, they have money.

Where is your paper?

My paper is in my desk.

Where is my knife?

Your knife is in your pocket.

PHONIC DRILL — ĭ

d in	f in	k in	p in	s in	w in
din	fin	kin	pin	sin	win
b it	h it	l it	n it	s it	w it
bit	hit	lit	nit	sit	wit

LESSON 6

PERSONAL PRONOUNS

table	baby	his	on
bottle	milk	her	it

What is in your pocket?

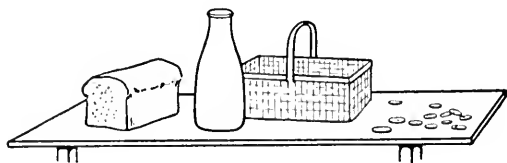
A pencil is in my pocket.

Where is the book? It is in the desk.

Where is the key? It is on the desk.

Where is the hat? It is on the table.

What is on this desk? The paper is on it.



Where is the money?

The money is on that table.

Is the bread on the table?

Yes, it is on the table.

Is the basket on the table?

Yes, it is on the table.

his cap	her cap	his watch	her hat
his knife	her coat	his box	her basket
his stick	her book	his coat	her bag

Mary has a cap.	It is her cap.
John has a knife.	It is his knife.
Mr. Brown has a watch.	It is his watch.
Mrs. Brown has a bag.	It is her bag.

eat

eats

drink

drinks

Who is this?

This is the baby.

Where is the bottle?

It is on the table.

What is in the bottle?

Milk is in it.

Mrs. Brown gives the baby milk.

The baby likes milk.

Mary and John like milk.

They like bread and milk.

They eat the bread.

They drink the milk.

The baby drinks milk.

He likes milk.

Mary eats bread.

She drinks milk.

John eats bread.

He drinks milk.



He eats bread. The boy and the girl eat bread.

She eats bread. They eat bread.

You and I eat bread.

my
mine

your
yours

her
hers

This is my watch.

That is your watch.

This watch is mine.

That watch is yours.

This is her bag.

This is my paper.

This bag is hers.

This paper is mine.

That is your knife.

This is her pin.

That knife is yours.

This pin is hers.

That chain is his.

That is his chain.

Mrs. Brown has money in her bag. —

The money is hers.

That man has a watch in his pocket. —

The watch is his.

I have money in this box. —

The money is mine.

You have a book on your desk. —

The book is yours.

PHONIC DRILL — ā

c āne	l āne	m āne	p āne	s āne	w āne
cane	lane	mane	pane	sane	wane

NOTE. — Lead pupils to see that the silent vowel at the end of a word lengthens the sound of the preceding vowel.

LESSON 7

NUMBERS AND PLURAL NOUNS

1 one 2 two 3 three 4 four 5 five

one hat

one stick

one pen

two hats

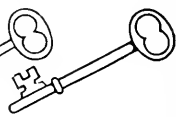
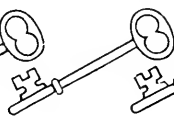
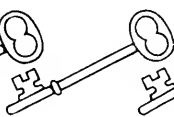
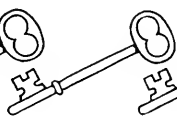
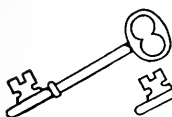
three sticks

four pens



one key

five keys



I have five pencils.

I give you four pencils.

You have four pencils.

I have one pencil.

Who has three pens?

She has three pens.

She gives me two pens.

She has one pen.

I have two pens.

Who has four pencils?

I have four pencils.

Who has one pencil?

The man has one pencil.

Who has two pens?

You have two pens.

you and I = we

they and I = we

he and I = we

she and I = we

I have a book.	He has a book.
You have a book.	She has a book.
You and I have books.	He and she have books.
We have books.	They have books.

Have we hats?	Yes, we have hats.
Have we pencils?	Yes, we have pencils.
Have we desks?	Yes, we have desks.
Take my pen.	Give me your pens.
I take your books.	I give you my books.

come

go

to

chair

door

window

Come to my desk.	Come to the door.
Come to my chair.	Come to this window.
Go to that door.	Go to that desk.
Go to that window.	Come to this desk.
Go to your chair.	You go to the desk.
We go to the door.	We go to the table.
You go to the window.	I go to your desk.
I go to my chair.	I go to his desk.
They go to the door.	They come to the desk.
They go to the window.	
We go to the window.	

cup

glass

water

Is that a cup on the table?

Yes, that is a cup.

What is in the cup?

Milk is in the cup.

Who drinks milk?

The baby drinks milk.



What has Mary?

She has a glass.

What is in the glass?

Water is in the glass.

Who drinks water?



I drink water.

He drinks water.

You drink water.

She drinks water.

We drink water.

They drink water.

PHONIC DRILL — ā

d ate	f ate	g ate	h ate	l ate	r ate
date	fate	gate	hate	late	rate

LESSON 8

THE NEGATIVE

no	spoon	big
not	plate	little
we are	you are	they are

Where are the pencils? They are in the box.
Where are the books? They are in the desk.
Where are the keys? They are in the bag.
Where are the cups? They are on the table.

a big plate	a big spoon
a little plate	a little spoon



Is this a glass?	Is this a cup?
No, it is not a glass.	No, it is not a cup.
It is a plate.	It is a spoon.

Is this a bottle?
Yes, it is a bottle.



Is this a big book?
No, it is not a big book.
It is a little book.



Is this a little plate?

No, that is not a little plate.

That is a big plate.



Have you a little knife?

No, I have not a little knife.

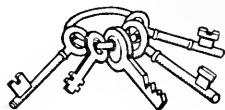
I have a big knife.



Has he four big keys?

He has not four big keys.

He has five little keys.



Has he a big hat?

No, he has not a big hat.

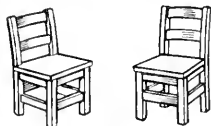
He has a little hat.



Have we big chairs?

No, we have not big chairs.

We have little chairs.



Have they caps?

No, they have not caps.

They have hats.



Are the two cups on the chair?

No, they are not on the chair.

They are on the table.



Are five spoons in the glass?

No, five spoons are not in the glass.



Five spoons are on the plate.

Three spoons are in the glass.

Is the bottle on the table?

No, it is not on the table.

It is on the chair.



Is the bread in the basket?

No, it is not in the basket.

It is on the plate.



Is the milk in the cup?

No, it is not in the cup.

It is in the bottle.



Is the water in the cup?

No, it is not in the cup.

It is in the glass.

open

opens

close

closes

Open your book.

Close it.

I open my book.

I close it.

Open this bag.

Close it.

He opens the bag.

He closes it.

Go to that door, Mr. —.

Open the door.

Go to the door, Miss —.

Close the door.

Come to my desk, Mr. —.

Open this big box.

He opens the big box.

Close the little box.

He closes the little box.



Come to this window, Miss —.

Open the window.

She opens the window.

Close it.

She closes it.



I open the door.

You open the door.

We open the door.

He opens the door.

She opens the door.

They open the door.

PHONIC DRILL — qu ï

d ine f ine l ine n ine p ine w ine

dine fine line nine pine wine

b ite k ite m ite r ite s ite qu ite

bite kite mite rite site quite

LESSON 9

NUMBERS AND PLURAL NOUNS

floor put into long short

6 six 7 seven 8 eight 9 nine 10 ten

Take seven pencils.

Put six pencils on my desk.

Put one pencil on your desk

I give you ten sticks.

Put nine sticks into the basket.

Put one stick on the floor.

Where are the baskets?

They are on the floor.

Put the little basket into the big basket.

Who has a long pencil?

Who has a short pencil?

Give me eight long pencils and two short pencils.

I have ten pencils.

I put the long pencils into the big box.

I put the short pencils into the little box.

Come to the big desk.

Open the big box.

Are the short pencils in the big box?

No, they are not.

Eight long pencils are in the big box.

Close the big box and open the little box.

Are the short pencils in the little box?

Yes, they are.

Two short pencils are in the little box.

Close the box and go to your desk.

I close the box.

We close the box.

You close the box.

They close the box.

He closes the box.

She closes the box.

8 bags

10 boys

6 windows

5 doors

4 bells

8 girls

3 pockets

7 papers

10 bottles

2 tables

9 chairs

7 cups

one box

one watch

one glass

two box es

six watch es

nine glass es

two boxes

six watches

nine glasses

How many spoons are in the glass?

How many pens are in the box?

How many glasses are on the table?

How many boxes are on the floor?

How many watches are on the chair?

How many sticks are in the basket?

1 man

2 men

1 woman

3 women

How many men have keys?

How many women have watches?

How many men have pens?

How many women have books?

one baby

one knife

three babies

seven knives

Are John and Mary babies?

No, they are not babies.

Babies are little.

How many knives have you in your pocket?

I have two knives in my pocket.

PHONIC DRILL — ö

c og

d og

h og

l og

cl og

fr og

cog

dog

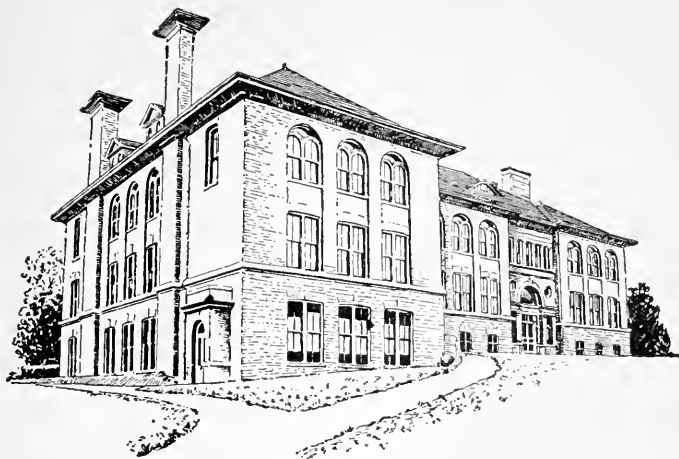
hog

log

clog

frog

* NOTE.— This is the first time that the questions are not answered, although new grammatical forms are introduced. Watch for correct and full sentences. Let individuals first and then class together answer the questions. Note that the plural of every noun so far taught has now been given.



LESSON 10

PRONOUNS

school whose our their goes

We take our books.	They take their books.
We take our pens.	They take their pens.
We take our pencils.	They take their pencils.

Whose bell is this?

That is your bell.

Whose watch have you?

I have my watch.

Whose money is on the table?

Your money is on the table.

Whose books have we?

We have our books.

Whose pencils are on our desks?

Our pencils are on our desks.

Whose books have they?

They have their books.

Whose pencils are on their desks?

Their pencils are on their desks.

John and Mary go to school.

John puts on his cap.

He puts his knife into his pocket.

He takes his books.

He goes to school.

Mary puts on her hat.

They put on their coats.

They take their books to school.

Mary puts her pencils into a little box.

She puts the box into her bag.

She puts her books into the bag.

She takes the bag to school.

John and Mary like their school.

They like their books.



I go to school. He goes to school.
 You go to school. She goes to school.
 We go to school.
 They go to school.

REVIEW SENTENCES

What has the big man?
 What has the little woman?
 What has he in his pocket?
 He has money in his pocket.
 What has she in her bag?
 She has keys in her bag.
 Give John eight pencils.
 Give me your books.
 Give Mary your knife and take her pen.
 Take my watch and put it on the table.
 Where is the bread?
 Put it on the plate and put the plate on the table.
 Take the little cup to John and put it on his desk.
 What have we on our desks?
 We have papers on our desks.
 Who likes milk?
 The baby likes milk.
 Who likes bread?



John and Mary like bread.
 We eat bread and drink milk.
 Have you my knife?
 No, I have not. John has it.
 Has Mary a pocket in her coat?
 No, she has not a pocket in her coat.
 Is the big basket on the floor?
 No, it is not on the floor.
 It is on the chair.
 Open the box and take a long pencil.
 Close this window.
 Mr. Brown has money in his coat pocket.
 The boys and girls come to school.
 How many men are in school?
 Babies drink milk.
 The women put the bread into their baskets.
 Are their knives on their desks?
 Whose is that big hat?
 Is this glass yours?
 Is this coat mine?

PHONIC DRILL — ch sh ö

h op	m op	t op	ch op	sh op	dr op
hop	mop	top	chop	shop	drop

LESSON II

AUXILIARIES — *Can*

name can see read write

Mr. Brown has a watch.

I can see it.

Can you see it?

Yes, I can see it.

Can Mr. Brown see it?

Yes, he can see it.

Mr. Brown has a knife in his pocket.

Can you see it?

No, I can not see it.

Can Mr. Brown see it?

No, he can not see it.

See that book.

The man can read it.

Can you read that book?

Yes, I can read that book.

Can she read her book?

Yes, she can read it.

Can he read his book?

Yes, he can read it.

Can he read my book?

No, he can not read your book.



What is your name?

What is his name?

What is my name?

What is her name?



John can write.

He can write his name.

His name is John Brown.

Can you write?

Yes, I can write.

Write your name.

Write mine on this paper.

Write hers on that paper.

house

shop

work

Is this a school?

No, this is not a school.

This is a house.



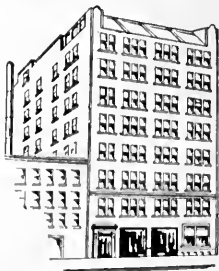
Is this a house?

This is not a school.

This is a shop.

It is a big shop.

This shop has many windows.



Mr. Brown goes to the shop.

Mr. Brown works in the shop.

Who works in the house?

Mrs. Brown works in the house.

Where is the baby? He is in the house.

Can he work? No, he can not work.

He can not go to school.

He can not work in a shop.

He is a little boy.

Fill the blanks with *his*, *her*, or *their*.

Mary can write her name.

John has a knife in his pocket.

John and Mary like their school.

Mr. Brown goes to his work.

Mrs. Brown puts his keys into her bag.

The boys and girls take their books to school.

The men write his names on his papers.

The women have her pens on her desks.

PHONIC DRILL — ŭ

b un f un p un r un s un sh un

bun fun pun run sun shun

LESSON 12

Here and There

here	stand	sit	bring	please
there	stands	sits	brings	good

My knife is here.	My watch is here.
Is your hat here?	Your book is here.
My hat is not here.	Your hat is there.
Is her coat here?	Her hat is not there.
Her coat is not here.	His hat is not here.
Is Mary here?	There is his hat.
Mary is not here.	Bring it to me.

Please stand, Mr. —.	He stands.
Take your paper.	He takes his paper.
Bring it here, please.	He brings it here.
Go to your desk.	He goes to his desk.
Sit in your chair.	He sits in his chair.

There is my bag.
Please bring it to me, Miss —.
My keys are there on that desk.
Please bring the keys here.
This is not a good pencil.

Here is a good one.

Take it.

You have a good knife.

Please bring me your knife.

I can stand on the floor.

I can sit in the chair.

The girl can eat bread.

Bread is good to eat.

The girl can drink water.

Water is good to drink.

Milk is good to drink.

The woman can read.

The woman can write.

She can write her name.

Can you write your name?

Please write it here on this paper.

The men work in a big shop.

The women work in the house.

Boys and girls go to school.

PHONIC DRILL — ŭ

b ut	c ut	h ut	n ut	r ut	sh ut
but	cut	hut	nut	rut	shut

LESSON 13

AUXILIARIES — *Am*

teacher	car	city	near	am
live	lives	ride	rides	

I am here.

The man is here.

You are here.

The woman is here.

We are here.

They are here.

I am a teacher.

Are you a teacher?

No, I am not a teacher.

Are you in the house?

No, I am not in the house.

Where are you?

I am in school.

What school are you in?

I am in the ———— School.

It is a good school.

We live in the city.

We like to live in the city.

We live in a big house.

We work in the city.

We live near our shop.

We like to live near our shop.

Is their house near their shop?

Yes, their house is near their shop.

Is his house near his shop?

No, his house is not near his shop.

He rides on the car.

She rides on the car.

She likes to ride on the car.

I like to ride on the car.

Their shop is in the city.

Is your house near the school?

Yes, my house is near the school.

John and Mary like to ride on the car.

They ride to the city.

They live in a small house.

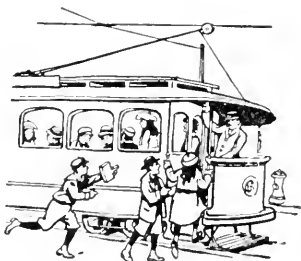
Their house is near the
school.

They walk to school.

Their teacher rides to
school.

She lives in the city.

Her house is not near the school.



Fill the blanks with *bring* or *brings*.

Please —— me that glass.

The man —— his pencil to school.

We —— our pens.

The girl —— her bag.

He —— me his book.

They —— their papers to the desk.

Fill the blanks with *ride* or *rides*.

He —— to work.

I like to —— on the car.

They —— to their shop.

She —— on the car.

We —— to the city.

Mrs. Brown —— to her house.

John and Mary like to —— to school.

PHONIC DRILL — ä and ě

b ad	f ad	h ad	l ad	m ad	s ad
bad	fad	had	lad	mad	sad

b ed	f ed	l ed	r ed	w ed	sh ed
bed	fed	led	red	wed	shed

NOTE. — Substitute for "here" at the beginning of the lesson, "in school," "a man," "a woman," etc. Have every pupil recite.

LESSON 14

NUMBERS AND PLURAL NOUNS

these those him them count

this chair	this man	this woman
these chairs	these men	these women
that box	that man	that woman
those boxes	those men	those women

Can you see that man?

Yes, I can see him.

Here is his knife.

Take the knife to him.

Give him these books.

His hat is on that chair.

Bring him his hat.

Where are my books?

I can not see them.

Can you see them?

Please bring them to me.

Here are three knives.

Take them to your desk.

He has no knife.

Give him one.

What have these men?

These men have watches.

What have those women?

Those women have boxes.

11 eleven

16 sixteen

12 twelve

17 seventeen

13 thirteen

18 eighteen

14 fourteen

19 nineteen

15 fifteen

20 twenty

Whose boxes are these?

Those are your boxes.

Whose keys are these?

Those are his keys.

Can you see these keys?

Yes, we can see them.

How many keys are there? Count them.

There are eleven keys.

Have those men their books?

Yes, they have them.

How many books are there? Count them.

There are twenty books here.

These are our books.

Can you count them?

Have I the box of pens?

Yes, you have it.

How many pens are in this box? Count them.

There are eighteen pens in the box.

Are they good pens?

Yes, they are good pens.

Put thirteen pens on my desk.

These are our pens. Give him twelve pens.

Count fifteen pencils. Give her fourteen pencils.

Write these words. Write a number for each word: 1 watch, 3 keys.

watch	man	cities	box
keys	plate	doors	women
knives	pencils	window	chain
spoon	houses	bottles	watches

PHONIC DRILL — ĭ and ȳ

b id	d id	h id	k id	l id	ch id
bid	did	hid	kid	lid	chid

d ock	l ock	m ock	r ock	sh ock	st ock
dock	lock	mock	rock	shock	stock

NOTE. — Look for correct pronunciation of *this* and *these* as well as correct use.

LESSON 15

THE FAMILY — POSSESSIVE NOUNS



husband	father	son	brother	child
wife	mother	daughter	sister	children

Here is Mr. Brown.

Mrs. Brown is his wife.

He is her husband.

They are husband and wife.

John is their child.

He is their son.

Mary is their child.

She is their daughter.

The baby is their child.

He is their son.

John, Mary, and the baby are children.

Mr. Brown is their father.

Mrs. Brown is their mother.

She is a good mother.

She is good to her children.

Mr. and Mrs. Brown have three children.

Two children are boys. The boys are their sons.

One child is a girl. The girl is their daughter.

What is the girl's name? Her name is Mary.

What is the boy's name? His name is John.

What is the baby's name? His name is Harry.

Who is John's sister? Mary is John's sister.

Who is Harry's sister? Mary is his sister.

How many brothers has Mary?

She has two brothers. John is her brother.

Harry is her brother. She is their sister.

Who is their father?

Mr. Brown is their father.

Who is their mother?

Mrs. Brown is their mother.

the man's keys the boy's knife

the woman's bag the girl's coat

the baby's bottle the child's cap

my sister's house his father's money

your brother's shop his mother's spoons

her son's watch her daughter's books

Mr. Brown's children Mrs. Brown's husband

LESSON 16

NAMES OF PARTS OF THE BODY

head	mouth	arm	leg
hair	ear	hand	foot
nose	eye	finger	feet

under

show

I have a head.

This is my head.

I have hair on my head.

You have hair on your head.



Whose hair is long?

Mary Brown's hair is long.

Whose hair is short?

John Brown's hair is short.

I have two eyes and two ears.

These are my eyes and these are my ears.

Close your eyes.

Open them.



nose



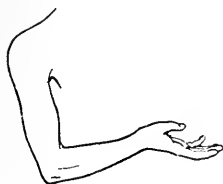
mouth



eye



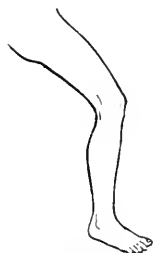
ear



shoulder
arm



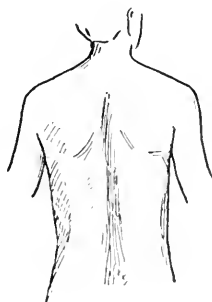
head



leg



hand



back



foot



finger



toes

I have a nose and a mouth.

Have you a nose and a mouth?

Yes, I have a nose and a mouth.

How many arms have you?

I have two arms.

How many legs has he?

He has two legs.

How many fingers have you on one hand?

I have five fingers on one hand.

Show me your fingers.

I have ten fingers on two hands.

Show me your ten fingers.

This is a foot.

These are two feet.

Six men have twelve eyes.

Seven boys have fourteen ears.

Eight girls have sixteen arms.

Nine babies have eighteen feet.

Put your hands on your desk.

Put your hands under your desk.

Where are your hands?

My hands are under my desk.

Where are his feet?

His feet are under his desk.

Write answers to these questions:

Is a boy's hair long?

Is a girl's hair long?

Is a man's hand large?

Is a woman's hand large?

Is a child's foot short?

Are a child's fingers large?

How many eyes have you?

How many ears have you?

How many noses have you?

How many mouths have you?

How many feet have you?

PHONIC DRILL — ç ğ e

b ell c ell f ell s ell w ell sh ell

bell cell fell sell well shell

b ill f ill g ill h ill m ill w ill

bill fill gill hill mill will

NOTE. — Point to the different parts of the body and name them. Let pupils do the same. Take care that pupils do not say *foots* for *feet*.

LESSON 17

PROGRESSIVE PRESENT

ride	go	live	work	do
riding	going	living	working	doing
walk	walking	run	running	

Mr. Brown is walking.
He is going to the city.
He is not riding to the
city.

The cars are not running.
Where is he working?
He is working in a shop.
Is he living in the city?
No, he is not living there.
Is his shop in the city?
Yes, it is in the city.



Miss —, please stand.
What is she doing?
She is standing.

stand
standing

Come to my desk.
What is she doing?
She is coming to my desk.

come
coming

Take this book.	take
What is she doing?	taking
She is taking the book.	

Give it to Mr. —.	give
What is she doing?	giving
She is giving the book to Mr. —.	

Go to your chair.	Sit down.
What is she doing?	What is she doing?
She is going to her chair.	She is sitting down.

I am working.	He is working.
You are working.	She is working.

We are working.

They are working.

PHONIC DRILL — ā and ī

f ade	m ade	w ade	gr ade	tr ade	sh ade
fade	made	wade	grade	trade	shade
h ide	r ide	s ide	w ide	br ide	gl ide
hide	ride	side	wide	bride	glide

NOTE. — Let pupils see that this form of the verb shows continued action.

LESSON 18

PROGRESSIVE PRESENT

picture clock wall look at lesson

Look at this picture.	look
What are you looking at?	looking
I am looking at that picture.	

Look at my watch.
What are you looking at?
I am looking at your watch.

Bring me that box.	bring
What are you bringing?	bringing
I am bringing the box.	

Open it.	open
What are you doing?	opening
I am opening it.	

Put it under the table.	put
Where are you putting it?	putting
I am putting it under the table.	

What Lesson are we reading?	read
We are reading Lesson Eighteen.	reading

Look at the wall.

What is that?

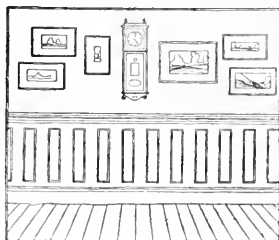
That is a clock.

Where is the clock?

It is on the wall.

Where is the big picture?

The big picture is on the wall.



How many pictures are on the wall?

Six pictures are on the wall.

How many clocks are on the wall?

One clock is on that wall.

Are his hands on his desk?

His hands are on his desk.

Are her feet under her desk?

Her feet are under her desk.

Has she two arms? She has two arms.

Have the men hats? The men have hats.

Can we read these books? We can read them.

Are these your pictures on my desk?

Those are not my pictures on your desk.

Those are your pictures.

I am reading my lesson.

You are reading your lesson.

We are reading our lesson.

He is reading his lesson.

She is reading her lesson.

They are reading their lesson.

Write answers to these questions:



Is this man standing?

Is he sitting down?

Where is the man sitting?

What has he on his head?

What has he in his hand?

Is he working?

Is his book open?

Is he looking at his book?

PHONIC DRILL — ī and ing

f ile m ile p ile t ile w ile st ile

file mile pile tile wile stile

r ing s ing w ing br ing fl ing st ing

ring sing wing bring fling sting

NOTE. — Be sure that you illustrate all the sentences by actions and objects.

LESSON 19

AUXILIARIES — *Do* and *does*

large small bad street does

Do I work? Does he work? Do we work?
Do you work? Does she work? Do they work?

I do not ride to school.
You do not ride to school.
We do not ride to school.
They do not ride to school.
He does not ride to school.
She does not ride to school.

Is this a big cap?
No, it is not a big cap.
It is a small cap.

Is this a small basket?
No, it is not a small basket.
It is a large basket.

Is your house large?
No, our house is not large.
It is small.

Where do you live?
I live on ——— Street.

On what street does he live?

He lives on —— Street.

Do you work in a shop?

Yes, I work in a shop.

Do I work in a shop?

No, you do not work in a shop.

You work in school.

Does the baby work?

No, the baby does not work.

Is John a bad boy?

No, he is not a bad boy.

He is a good boy.

Does John go to school?

Yes, he goes to school.

Does he ride to school?

No, he does not ride to school.

Do we ride to school?

We do not ride to school.

We walk to school.

PHONIC DRILL — y

by my shy fly ply try fry sky

NOTE. — In asking questions and giving answers in the negative, do not let the pupils form the habit of saying "You work?" "I not work," etc.

LESSON 20

REVIEW SENTENCES

Does he give you his money?

He does not give me his money.

Do you live in your shop?

I do not live in my shop.

I work in it.

I live in the house.

Does Mrs. Brown work in the shop?

She does not work in the shop.

She works in the house.

Mrs. Brown is Mr. Brown's wife.

John and Mary and the baby are their children.

They are good children.

John and Mary are in the street.

Do you see them?

They are going to school.

They like to go to school.

They can read and write.

They can write their names.

Who is their teacher?

Miss Long is their teacher.

Is she a good teacher?

Who is eating bread?

The baby is drinking milk.

The baby has two little hands and two little feet.
He has two big eyes and one little nose.
He has ten little fingers and ten little toes.
He puts his fingers into his mouth.
John's hands and feet are large.
John is a big boy.

Please bring those boxes here.
Put these long pencils into the big box.
Put the short pencils into the little box.
There are six pictures and one clock on these
 walls.
We do not walk to school.
Our house is near the school.
Count these sticks.
There are eighteen sticks here.
Put them into the large basket.
Bring me the small basket.

FOR ENUNCIATION — and

b and h and l and s and br and gl and
band hand land sand brand gland

NOTE. — Make this a general review on the whole vocabulary acquired so far, as well as on the grammatical points acquired through the vocabulary.

LESSON 21

MEMBERS OF THE FAMILY



parent	home	grandmother	granddaughter
family	person	grandfather	grandson
	father-in-law		mother-in-law
	son-in-law		daughter-in-law

Here is a family.

How many persons are in this family?

There are seven persons in this family.

The man reading is Mrs. Brown's father.

His name is Mr. Smith.

The woman sitting is Mrs. Brown's mother.

She is Mrs. Smith.

Mr. Smith and Mrs. Smith are Mrs. Brown's
parents.

Mrs. Brown is their daughter.

Mr. Brown is their son-in-law.

John is their grandson.

The baby is their grandson.

Mary is their granddaughter.

Mr. Smith is the children's grandfather.

Mrs. Smith is their grandmother.

Who are John's parents?

His father and mother are his parents.

Mr. and Mrs. Smith are his grandparents.

The grandparents are good to their grandchildren.

Mr. Brown's father is John's grandfather.

Mr. Brown's mother is John's grandmother.

They are John's grandparents.

John has four grandparents.

Mr. Brown's father is Mrs. Brown's father-in-law.

His mother is Mrs. Brown's mother-in-law.

She is their daughter-in-law.

Do you live at home?

I live at home.

Does Mr. Russo live at home?

No, he does not live at home.

His parents are not here.

Do your parents like to live here?

Yes, they like to live here.

uncle aunt cousin niece nephew

Has your father a brother?

Your father's brother is your uncle.

Your mother's brother is your uncle.

Your mother's sister is your aunt.

Your father's sister is your aunt.

Your aunt's children are your cousins.

Your uncle's children are your cousins.

Your brother's son is your nephew.

Your sister's son is your nephew.

Your brother's daughter is your niece.

Your sister's daughter is your niece.

Have you a grandfather?

Have you a grandmother?

Have you a niece?

Have you a nephew?

How many persons are in your family?

FOR ENUNCIATION — end

b end l end m end s end t end bl end

bend lend mend send tend blend

TO LEARN BY HEART

Think twice before you speak.

Where there's a will, there's a way.

- A stitch in time saves nine.
Kind words are better than jewels

If at first you don't succeed,
try, try, try again.

Do unto others as you would
that others should do
unto you

There is nothing so kingly
as kindness, and nothing
so royal as truth.

Heaven helps those who help
themselves.

Politeness is to do and say
the kindest thing in the
kindest way

One thing at a time,
And that done well,
Is a very good rule,
As many can tell.

All that you do,
Do with your might;
Things done by halves
Are never done right.

ALICE CARY

Look up, and not down,
Look out, and not in,
Look forward, and not back,
And lend a hand.

EDWARD EVERETT HALE

NOTE. — Assign one selection every other lesson; have it recited orally the first night, and written from memory the next.

LESSON 22

PARTS OF THE HOUSE

hall	dining-room	attic
room	sitting-room	cellar
parlor	bed-room	stairs
kitchen	bath-room	roof

IN A ROOM

ceiling

wall

floor

door

door-knob

lock

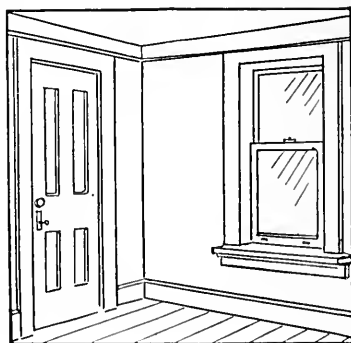
key

window

window-frame

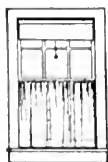
window-pane

window-sill



shade

curtain



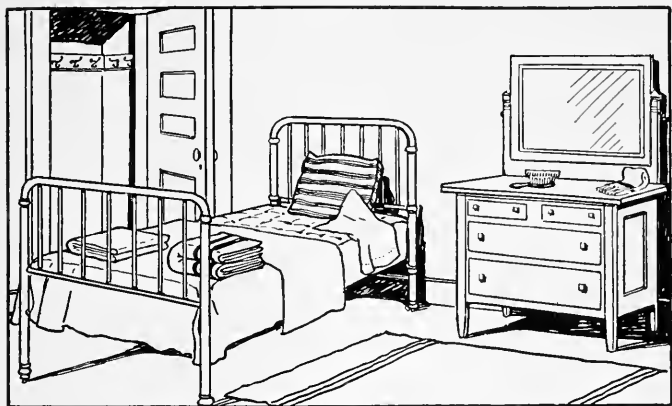
This is a window.

It has six small panes and one large pane.

It has a shade and a curtain.

The curtain is a short one.

IN THE BED-ROOM



bed	pillow-case	mirror
bed-spring	sheet	brush
mattress	bed-spread	comb
blanket	bureau	closet
pillow	bureau-drawer	hook

This is John's bed-room. He sleeps in the bed.

The bed has a spring and a mattress.

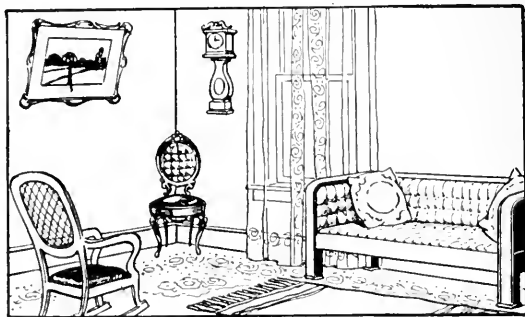
John's mother makes the bed.

She puts on it two sheets, a blanket, a bed-spread, and a pillow.

She puts a pillow-case on the pillow.

John's comb and brush are on the bureau.

IN THE PARLOR



rug

carpet

curtain

couch

chair

picture

cushion

rocking-chair

clock

The picture and the clock are on the wall.

The cushions are on the couch.

The large chair is a rocking-chair.

The carpet is on the floor.

Long curtains are at the window.

PHONIC DRILL — ck

back hack lack thick brick stick

back hack lack thick brick stick

NOTE. — It is not intended that all the words in this lesson be taught at one time. It will be found best to teach them in three or four groups, in connection with the reading lessons on the following pages. It may be mentioned that the compound words in this lesson are not always spelled with the hyphen. It has been thought best here and later, however, to use the hyphen so as to make very plain the composition of the word.

LESSON 23

EXERCISES ON THE VOCABULARY

cook

lie

sleep

Look at this house.

It is a large house.

It has eight large rooms.

One room is the parlor.

One room is the dining-room.

One room is the kitchen.

Three rooms are bed-rooms.

Two rooms are in the attic.

It has a bath-room.

They cook in the kitchen.

They eat in the dining-room.

They sleep in the bed-rooms.

There is a big couch in the parlor.

They can lie on the couch.

There is a rug on the floor.



Mrs. Brown is in the kitchen.

She is cooking.

She likes to cook.

Where is the baby?

Do you see him?

No, I do not see him.



He is not in the kitchen.

He is in the sitting-room.

He is on the couch.

He is sleeping.

Does the baby like to sleep?

Yes, he likes to sleep.

The man lies on the bed.

The boy lies on the couch.

They lie on the bed.

Go to the window. I go to the window.

Go to the door. I go to the door.

Where is the ceiling? That is the ceiling.

Where is the floor? That is the floor.

I am sitting in the chair.

My feet are under my desk, on the floor.

You are standing on the floor.

PHONIC DRILL — ink

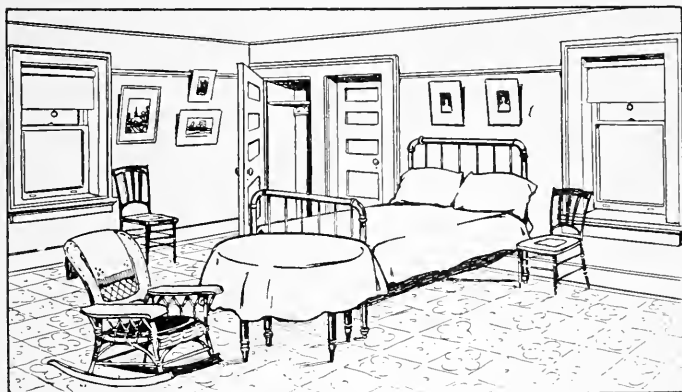
l ink m ink p ink s ink w ink th ink

link mink pink sink wink think

NOTE. — Let pupils tell about their own houses.

LESSON 24

EXERCISES ON THE VOCABULARY



I have a large room.

The windows are large.

I have one closet in my room.

I put my coat and hat in the closet.

My room has two doors.

I have a carpet on the floor.

I have one bed, three chairs, and one table.

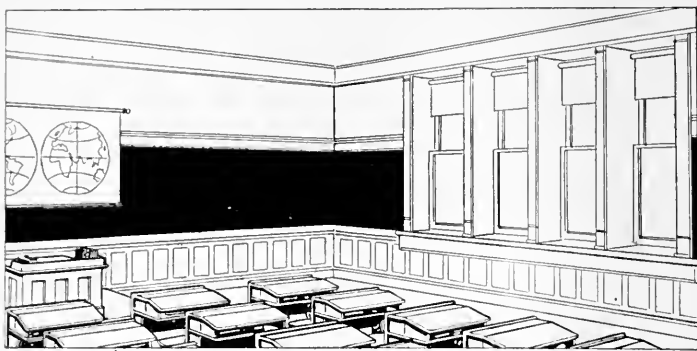
One chair is a rocking-chair.

The two small chairs are near the windows.

The rocking-chair is near the table.

I have five pictures on the walls.

I like to look at the pictures.



This room has four walls.

It has a floor and a ceiling.

Is there a carpet on the floor?

There is no carpet on the floor.

Is this a room in a house?

No, it is not. It is a schoolroom.

How many windows has this room?

It has four large windows.

There are shades on the windows.

It has one large desk and many small desks.

PHONIC DRILL — ai

b ail	f ail	h ail	m ail	p ail	s ail
bail	fail	hail	mail	pail	sail

NOTE. — Have a conversation lesson about your schoolroom.

LESSON 25

EXERCISES ON THE VOCABULARY

an apple step hear get want

What do you hear? I hear the bell.

Do you hear me? I hear you.

Do you hear him? I hear him.

Does he hear you? He hears me.

Do you hear the clock? I do not hear the clock.

Mary is sitting in the parlor.

She is reading.

She hears the door-bell.

She goes to the window.

She looks out of the window.

There is a man on the steps.

Does she see him?

Yes, she sees him.

It is Mr. Smith.

Mr. Smith is Mary's grandfather.

Mary goes to the door and opens it.

Mr. Smith goes into the parlor.

He sits down in the big rocking-chair.

Mary reads to him.

He likes to hear her read.

What does the baby want?

He wants the bottle.

Can he get it?

He can not get it.

Who gets it?

John gets it and gives it to him.

John wants an apple.

Whose apple is that on the table?

It is Mary's apple.

It is a big apple.

John wants the apple.

He can not have that apple.

His mother gives him two small apples.

Does she give the baby an apple?

No, she does not give him an apple.

Please get me a pencil.

Go into the hall and get your hat.

Go to the closet and get a book.

Where can you get a box of pens?

PHONIC DRILL — ai

g ain	l ain	m ain	r ain	ch ain	br ain
gain	lain	main	rain	chain	brain

LESSON 26

HOUSEWORK

button	dress	wash	visit	sew
apron	busy	iron	sweep	bake

These women are busy.

They are working.

This woman is washing.

She is washing a dress.

It is the baby's dress.



This woman is ironing.

She is ironing an apron.

It is Mary's apron.



This woman is sewing.

She is sewing a button on a
coat.

It is John's coat.



This woman is sweeping.
She is sweeping the door-steps.
She has an apron on.



This woman is baking.
She is baking bread.
She bakes good bread.



This woman is visiting.
She is visiting her aunt.
She has her hat on.



Have you buttons on your coat?
I have buttons on my coat.
Has the baby buttons on his dress?
The baby has buttons on his dress.
Have you an apron on?
No, I have not.

put on

take off

Put on your hat.

Take off your hat.

Have you your hat on?

That boy has a cap on.

Please take off your cap.

That girl has a big apron on.

Take off the big apron and put on this little one.

Fill the blanks with *his*, *her*, or *their*.

The woman is sweeping — kitchen.

The man is walking to — shop.

The boy takes off — cap in the house.

The brother and sister are visiting — uncle.

She is ironing — dress.

The women are washing — aprons.

My uncle is working in — shop.

My aunt is going to visit — parents.

PHONIC DRILL — ay

b ay g ay h ay l ay m ay p ay

bay gay hay lay may pay

NOTE. — Have a conversation lesson about the different activities at home.

LESSON 27

AUXILIARIES — *Shall* and *Will*

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

day	be	will
today	rest	shall
tomorrow	after	away

What day is today?

Today is Monday.

Tomorrow will be Tuesday.

The day after tomorrow will be Wednesday.

After Wednesday comes Thursday.

After Thursday comes Friday.

After Friday comes Saturday.

After Saturday comes Sunday.

Monday is Mrs. Brown's washing day.

Tuesday is her ironing day.

Wednesday is her sewing day.

Thursday is her visiting day.

Friday is her sweeping day.

Saturday is her baking day.

Sunday is her rest day.

Tomorrow I shall come to school.

Tomorrow we shall come to school.

Tomorrow you will come to school.

Tomorrow he will come to school.

Tomorrow she will come to school.

Tomorrow they will come to school.

Shall you be at home Sunday?

Yes, I shall be at home.

Will you come to my house Wednesday?

I shall not be in the city Wednesday.

Where shall you be?

I shall be away. I like to go away.

Write answers to these questions:

How many days of the week are working days?

What days are they?

What day is today?

What day will tomorrow be?

What is your day of rest?

PHONIC DRILL — â

b all	c all	h all	t all	w all	sm all
ball	call	hall	tall	wall	small

NOTE. — Make use of calendar.

LESSON 28

Was and Were

yesterday	before	when	us
I was	he was	we were	
you were	she was	they were	

What day was yesterday?

Yesterday was Thursday.

The day before yesterday was Wednesday.

The day before that was Tuesday.

Saturday comes before Sunday.

I was in school yesterday.

You were in school yesterday.

He was in school yesterday.

She was in school yesterday.

We were in school yesterday.

They were in school yesterday.

Was Mr. —— here yesterday?

He was not here yesterday.

Where was he?

He was away.

He will be here tomorrow.

Was the woman here?

The woman was here day before yesterday.

When does Mrs. Brown iron?

When does she go visiting?

When does she sew?

When does she bake?

When does she rest?

When do we come to school?

Does John go to work now?

No, he does not go to work now.

He will go to work when he is a man.

Does the baby go to school?

No, he does not go to school now.

He will go to school when he is a big boy.

Miss ——, please bring that box here.

What does she do?

She brings the box to you.

Open the door.

Close the window.

What does she do?

What does she do?

She opens the door.

She closes the window.

Put the apple on that woman's desk.

What do you do?

I put the apple on the woman's desk.

We have no pencils.

Bring us your pencils.

You have our books.

Please give us our books.

We are writing now.

Can you see us writing?

Please read to us.

We like to hear you read.

Were you reading to us yesterday?

Yes, I was reading to you yesterday.

Will you read to us tomorrow?

Yes, I will read to you tomorrow.

We want those pens. Please give them to us.

How many are here today? Count us.

There are twenty here.

Please show us your books.

We want to see them.

Do you want us to read to you?

Yes, we want you to read to us.

PHONIC DRILL — ē

be	she	keen	seed	meal
he	feet	seen	heel	seal
me	teeth	green	keep	mean

LESSON 29

PRESENT AND PAST OF *To Be*



park

tree

play

nice

Yesterday was Sunday.

We were at the park.

Were you there?

No, I was not there.

I was at home.

I was at the park day before yesterday.

It was a nice day.

Many men and women and children were at the
park.

There are many large trees in our park.

We sit under the trees.

The children play under the trees.

They like to play in the park.

Were Mary and John at the park yesterday?

They were there the day before yesterday.

We shall go the day after tomorrow.

We were not in school the day before yesterday.

We were at work.

Will you go to work tomorrow?

I shall go to work tomorrow.

I shall go to work the day after tomorrow.

Will you come to see us Wednesday?

Yes, I shall come to see you Wednesday.

Will she be here tomorrow?

She will be here tomorrow.

Who is there?

A woman is there.

Can she see us?

She can see us.

Fill in the blank spaces below with

is, are, was, or were

Where —— your books?

—— you in school yesterday?

No, I —— at home.

Here —— Mary's pens.

There —— seven pens in this box.

Where —— the boxes?

What —— in that box?

There —— a hat in it.

— these windows large?

— those your pictures?

Here — my pencil and there — his pens.

Your brothers — here yesterday.

— your father at home yesterday?

The woman — not here today.

She — here yesterday.

— this your knife?

That — not my knife.

— you here yesterday?

I — here yesterday.

— they working day before yesterday?

They — at work today.

They — at work yesterday.

— your cousin in the city yesterday?

— your cousins in school yesterday?

What day — today?

PHONIC DRILL — ō

go	hole	home	cold	hold
no	pole	rose	fold	sold
note	sole	bold	gold	told

NOTE. — For the exercise above let the pupils first supply the necessary words orally; then give papers to write them.

LESSON 30

REVIEW SENTENCES

Do you hear the cars running?

I hear the cars running.

I do not hear the cars running.

Do you sleep on a couch?

I do not sleep on a couch.

I sleep on a bed.

Do they ride to school?

They ride to school.

They do not ride to school.

Do they live in the city now?

They live in the city now.

They do not live in the city now.

Does she sew a button on her dress?

She sews a button on her dress.

She does not sew a button on her dress.

Does he walk to the park on Monday?

He does not walk to the park on Monday.

When does he walk to the park?

He walks to the park on Sunday.

I shall not be at home tomorrow.

I shall go away.

I shall be at home the day after tomorrow.

Were they at the park yesterday?

They were not at the park yesterday.

It was not a nice day yesterday.

Was Mrs. Brown visiting you yesterday?

No, she was not visiting us.

She was busy at home.

She was washing and ironing.

We cook in the kitchen and eat in the dining-room.

We sleep in the bed-room.

What does the man want?

He wants a paper and a pencil.

Do you want this knife?

I do not want that knife.

You have pictures in your book.

Please show us the pictures.

Do you sweep this floor?

No, I do not sweep it.

Where does the woman put her money?

She puts it in her bag.

He puts his money in his pocket.

What is your teacher's name?

Write it on this paper.

The children like to play in the street and in
the park.

We like to sit under the trees when we go to
the park.

PHONIC DRILL — \overline{oo}

b oon	l oon	m oon	n oon	s oon	sp oon
boon	loon	moon	noon	soon	spoon

•

PART II

Everyday Life



LESSON 31

DIVISIONS OF THE DAY

America	noon	evening	lunch	well
morning	afternoon	very	thank	too

Good morning, Mr. White.

Good morning.

How do you do?

Thank you, I am very well.

How is your father?

He is very well, thank you.

Are you going to the city?

Yes, I am going to the city.

Do you work in the city?

Yes, I work in the city.

Does your father work in the city?

No, he does not work in the city.

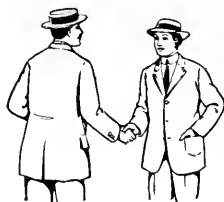
Do you go home at noon?

I do not go home at noon.

Where do you eat your lunch?

I eat my lunch in the shop.

I have my lunch in my bag.



Mary and John go to school in the morning.

They are in school in the afternoon, too.

They come home at noon and eat their lunch.

They go to school after they eat their lunch.

In the evening they come home.

Their father comes home in the evening, too.

Do the children go to school in the evening?

They do not go to school in the evening.

They go to bed.

Do you go to an evening school?

Yes, I go to an evening school.

My brother goes to evening school, too.

My sister is coming to America.

She will go to school, too.

Do you like America?

I like America.

My brother likes to live in America.

Will your sister like to live here, too?

Yes, she will like it, too.

What do you do in the morning?

What do you do at noon?

What do you do in the afternoon?

What do you do in the evening?

PHONIC DRILL — \overline{oo}

b oom d oom l oom r oom br oom bl oom
boom doom loom room broom bloom

NOTE. — Introduce conversational forms whenever you find occasion to do so. Look for clear enunciation.

LESSON 32

COLOR WORDS

lemon

color

red

green

banana

blue

purple

yellow

What color is this apple?

It is red.

Here is a lemon.

What color is the lemon?

The lemon is yellow.

What is this?

That is a banana.

What color is the banana?

It is yellow.

Is this banana yellow?

No, that is a red banana.

I like red bananas.

Is this apple red?

That apple is green.

This book is green.

What color is the box?

The box is blue.

His coat is blue.

His necktie is purple.

This bag is purple.

Take the red apple and the yellow banana.

Put the green book on your desk and the blue box on that table.



Give me the brown bag.

Bring me the white cup.

Put the black hat in the gray box.

suit

white

brown

necktie

black

gray

She has a blue suit.

What color is his suit?

His suit is gray.

His necktie is gray.

Is my necktie gray?

Your necktie is brown.

He has a brown suit.

The paper is white.

The cup is white.

The man has a black coat.

Is his hat black?

His hat is black.

PHONIC DRILL — \overline{oo}

c ool

f ool

p ool

t ool

sp ool

st ool

cool

fool

pool

tool

spool

stool

NOTE. — Have a conversation lesson introducing color words. Colored paper may be used in presenting this lesson.

LESSON 33

PROGRESSIVE PAST

I am working.

He is working.

I was working.

He was working.

We are working.

We were working.

You are working.

She is working.

You were working.

She was working.

They are working.

They were working.

Today is Monday.

Today I am reading in school.

Yesterday I was reading in the house.

Today I am working.

Yesterday I was not working.

What were you doing?

I was resting.

Today you are working.

Yesterday you were not working.

Yesterday you were resting.

Today he is writing in school.

Yesterday he was writing in his house.

Today Mary is eating an apple.

Yesterday Mary was eating a banana.

Today the boys are playing in the park.

Where were they playing yesterday?

They were playing in the street yesterday.

Where were those women going?

They were going to the park.

Were the children going there too?

Yes, they were going there too.

cold

warm

sun

shine

The sun is shining today.

Was the sun shining yesterday?

The sun was shining yesterday.

It is a warm day today.

It was not warm yesterday.

It was cold yesterday.

It was very cold in the evening.

Does the sun shine into your room?

The sun shines into my room in the afternoon.

Where is the green book? Where is the brown hat?

Where is the blue box? Who has the yellow bag?

Where is the red picture? Who has the white paper?

PHONIC DRILL — 〰

b ook c ook h ook l ook t ook sh ook

book cook hook look took shook

LESSON 34

POSSESSIVE PLURAL

this boy's cap the man's suit the woman's dress
these boys' caps the men's suits the women's dresses

shoe glove overcoat upon

The girl's hat is upon the table.

The girls' hats are upon the table.

The man's shoes are on his feet.

The men's shoes are on their feet.

Are these men's gloves?

Those are not men's gloves.

Whose gloves are these?

Those are this woman's gloves.

Where is the man's overcoat?

It is in the closet.

The women's coats are in the closet.

Are the men's overcoats in the closet?

They are in the closet, too.

This is my brother's picture.

These are my sisters' pictures.

That boy's house is on Green Street.

These boys' caps are on the hooks in the hall.

What color is that woman's dress?

What color are those women's dresses?

The children's lunch is on the table.

my	your	our	their	her
mine	yours	ours	theirs	hers

Whose money is this?

This is my money.

This money is mine.

Whose gloves do I take?

I take my gloves.

They are mine.

Have you a watch?

Show me your watch.

It is your watch.

That watch is yours.

Whose books are these?

These are our books.

The books are ours.

They are not yours.

Whose boxes are these?

They are their boxes.

The boxes are theirs.

Whose picture is this?

It is her picture.

The picture is hers.

They take the money.

It is theirs.

He has a brown hat.

The hat is his.

Our overcoats are in the closet.

They are ours.

PHONIC DRILL — oy

b oy	R oy	j oy	t oy	Tr oy	an noy
boy	Roy	joy	toy	Troy	annoy

NOTE. — The pupils are already familiar with possessives. The plural form is the new part.

LESSON 35

THE PREPOSITION *of*

new

pair

old

state

a picture of a woman

a box of pens

the color of the book

a bottle of milk

the door of the house

a glass of water

the hands of the clock

a plate of bread

city of Boston

city of Chicago

State of Massachusetts

State of Illinois

Show us a picture of a family.

Show us a picture of a school.

What is the color of your book?

The color of my book is green.

What is the color of his necktie?

The color of his necktie is brown.

What is the color of his suit?

The color of his suit is gray.

What key is this?

This is the key of the room.

That is the key of the closet.

Please bring us two glasses of water.

The baby wants a cup of milk.

Is that box of pens yours?

What is the name of this street?

How many bottles of milk do you want?



a pair of new shoes



a pair of old gloves

This book is new.

That book is old.

These gloves are new.

Those gloves are old.

The woman has a new pair of gloves.

The man has an old pair of shoes.

I am going to my brother's house today.

My brother's house is near.

Is it an old house?

No, it is new.

I live in the city of —.

I live in the State of —.

The name of my school is —.

PHONIC DRILL — oi

b oil	c oil	s oil	t oil	br oil	sp oil
boil	coil	soil	toil	broil	spoil

NOTE. — Make it clear to the pupils that the possessive form of nouns is used most commonly for persons or animals; e.g., "the man's leg," "the leg of the chair," "the dog's eye," "the eye of the needle."

LESSON 36

THE PREPOSITION *to*

flower grass pick bird sing pretty

How pretty the park looks today!

The sun is shining.

The trees are green.

The grass is green.

It is not too warm today.

It is not a very cold day.

Look at the flowers.

What pretty flowers they are!

Do the children pick the flowers?

They do not pick the flowers.

They look at them.

Men like to lie on the green grass under the trees.



There are many pretty birds in the park.

Where do the birds live?

They live in the trees.

They go away when it is cold.

Can you hear the birds?

The birds are singing.

Do you like to hear the birds sing?

Do you like to sing?

Come to me.

Give that picture to me.

What does he do?

He gives the picture to you.

Take these flowers to the woman.

What does he do?

He takes the flowers to the woman.

Give these boxes to the man.

What do you do?

I give the boxes to the man.

American English French German speak

Can you speak English?

I can speak English a little.

Does that man speak English?

He does not speak English.

Are you speaking to me?

I am speaking to you.

Can you speak English to the woman?

I can speak French to her.

Does she speak French?

She speaks French.

Does she speak German?

She does not speak German.

She is French.

Is he German?

No, he is not German.

He is American.

His parents were German.

Mary likes to read to her father.

Does John like to read to his father?

He does not like to read to his father.

Does he like to read to his teacher?

He likes to read to his teacher.

Mary is reading to her father.

John is speaking to the baby.

Write answers to these questions:

Where do you want to go on Sunday?

Do you want to speak English well?

Do you want to go for a walk after school?

When do you want to go to the park?

Do you like to hear the birds sing?

Do you like to sit on the grass in the park?

Do you pick the flowers in the park?

PHONIC DRILL — ou

our

flour

scour

out

shout

stout

LESSON 37

PREPOSITIONS *from* and *with*

friend

store

ink

Europe

from

with

from home

with a pen

Do you walk home from school?

I walk home from school.

Do you walk from the shop?

I do not walk home from the shop.

I ride on the car.

Can you see your house from here?

I can not see my house from here.

Can we see the stores from here?

We can not see the stores from here.

We can see them from our house.

My friend will come from Europe today.

Have you many friends here?

I have many friends here.

I have many friends in Europe.

Do you come from Europe?

I come from Europe.

Take his paper from him and bring it here.

Read to me from this book.

Go from your chair to the table.

Bring me a bottle of ink.

Get your pen.

Write your name with pen
and ink.

Get the bottle of black ink
from the desk.

Get the bottle of red ink from the closet.

That man walks with a stick.

Can the woman write with pen and ink?

She can write with pen and ink.

Harry likes to write with my pencil.

I like to write with my pencil.

I can not write with your pen.

Can you cut this stick with your knife?

My knife is new.

I can cut the stick with it.

Lock the door with the big key.

Can you open it with the small key?

Can you close the window with one hand?

What do you do with your eyes?

I see with my eyes.

What do you do with your ears?

I hear with my ears.



PHONIC DRILL — ow

bow cow how now brow plow

LESSON 38

EXERCISES ON PRECEDING LESSONS



ocean

train

whom

by

boat

some

soap

We live near the ocean.

We can see the ocean from the windows of our house.

Many boats are on the ocean.

Some are large and some are small.

Do you like to ride in a boat?

Some persons do not like to ride in boats.

I do not like to take a long ride in one.

Boats are running from New York to Boston.

Trains are running from New York to Boston, too.

Some persons go to Boston by train and some persons go by boat.

Do you see the ocean from here?

I do not see the ocean from here.

Two of my friends are coming here from New York.

Are they coming by train?

They are coming by boat.

One of them will live in our house.

Where can we look from these windows?

We can look to the street from these windows.

Can you see the stores from these windows?

We can see the stores from these windows.

Whom do you see in the street?

I see a woman with a basket.

Is she going to the house with it?

Yes, she is going to the house with it.

Give me some of your pens.

Do we drink water from a cup?

We do not drink water from a cup.

He drinks milk from a cup.

With what do you wash your hands?

I wash my hands with soap and water.

With what does the woman wash the dresses?

She washes them with soap and water.

Whom do you see? I see a man.

At whom are you looking? I am looking at you.

To whom were you speaking? I was speaking to you.

For whom are you working?

I am working for —.

PHONIC DRILL — ight

f ight	l ight	m ight	n ight	r ight	s ight
fight	light	might	night	right	sight

LESSON 39

PLURAL OF DEMONSTRATIVE PRONOUNS

Fill the blanks with *this* or *these*

My pencil is in — box.
Are — your gloves?
Give — boxes to the woman.
— apples are good to eat.
Take — picture to your little brother.
— pictures are very pretty.
— room has four windows.
— windows are large.
Is — your blue cap?
Can you see — flowers?

Fill the blanks with *that* or *those*

Do you live in — house?
— boys are Paul's brothers.
— men can speak, read, and write English.
— women like to read — book.
— man lives on Spring Street.
Give — flowers to — girl.
Take — flower.
Can John read — book?
Is — Mary's father?
Whose watches are — ?

CONVERSATIONAL FORMS

glad	much	beg	if
again	obliged	pardon	excuse
seat	welcome	goodby	night

Good evening, Mr. White.
 I am very glad to see you.
 How are you today?
 I am very well, thank you.
 Come in.
 Please be seated.
 Take a seat.



If you please.	Come again.
I am much obliged.	Thank you, I shall be glad
You are welcome.	to.
Excuse me.	Good night.
I beg your pardon.	Goodby.
Good afternoon.	

PHONIC DRILL — ar

b ark	d ark	h ark	l ark	m ark	p ark
bark	dark	hark	lark	mark	park
b arn	d arn	h ard	c ard	p art	s tart
barn	darn	hard	card	part	start

LESSON 40

THE WEATHER

rain
rainy

blow
wet

hard
snow

wind
windy



It is windy.
The wind blows.
It is blowing hard.
It is raining.
It rains.
It is raining hard.
It is a wet day.
It is a windy day.
It is a rainy day.
We do not like to
walk when it rains.
We do not like to
get wet.

It is a cold day.
It is a very cold day.
It is not a windy day.
It snows.
It is snowing hard.
The wind is not blowing.
The snow is white.
There is snow on the
roofs.
The street is white with
snow.
It is hard to walk in the
snow.

hot	sky	cloud	cloudy
-----	-----	-------	--------

It is a nice day today.

The sun is shining and the sky is blue.

I can not see a cloud.

It is a warm day.

Yesterday was a hot day.

The sun was very hot.

It is cloudy this afternoon.

There is very little wind.

Will it rain this afternoon?

No, it will not rain today.

It will rain tomorrow morning.

Shall I put on my overcoat?

No, do not put it on.

It is not cold today.

Shall you ride home on the car tonight?

Yes, I shall ride home.

Take your overcoat with you.

Put it on when you are in the car.

It will be cold on the open car this evening.

PHONIC DRILL — ur

urn	burn	turn	churn	spurn
-----	------	------	-------	-------

NOTE. — If the teacher makes remarks about the weather every day, in a short time the pupils will become familiar with these as with other simple conversational forms and will form the habit of using them.

LESSON 41

THE WEATHER

moon star air sunshine holiday fresh
a new moon a full moon

Are the moon and stars shining
tonight?

The moon and stars are shining
tonight.

Have we a new moon tonight?

No, we have not a new moon
tonight.

We have a full moon tonight.



Close the door.

It is cold and windy.

Close the windows, too.

The rain will come in.

I can not close this window.

I open my windows on a nice day.

I like the fresh air.

I like sunshine in my room.

I sleep with my windows open.

Do we open our windows to get fresh air?

Yes, we open our windows to get fresh air.

It is good for us to sleep with the windows open.

We like fresh air in the shop, too.



Were the shops open yesterday?

No, the shops were not open yesterday.

Yesterday was a holiday.

We close our shops on Sundays and holidays.

Do you like to take walks in the open air?

We like to take walks in the open air.

They like to ride on open cars.

Mary has her new dress on.

John has his new suit and new shoes on.

Mrs. Brown is dressing the baby.

They are going away.

It is a holiday today.

It is a very nice day.

Mr. Brown does not work on holidays.

The children do not go to school.

They go to visit their grandfather and grandmother.

In the afternoon they go to the park.

They come home on the cars at night.

The children are sleepy when they come home.

They want to go to bed.

PHONIC DRILL — ir

fir sir stir dirt shirt skirt

NOTE. — Explain to class the hygienic necessity of fresh air at all times.

LESSON 42

PAST TENSE — REGULAR

work	wash	iron	look	walk	play
worked	washed	ironed	looked	walked	played

Close your book.	You closed your book.
Walk to the door.	You walked to the door.
Open it.	You opened it.
Walk to the window.	You walked to the window.
Close it.	You closed it.

I closed my book.	He closed his book.
I walked to the door.	He walked to the door.
I opened it.	He opened it.
I walked to the window.	He walked to the window.
I closed it.	He closed it.

The man walked to your desk.
We looked at him.
It rained yesterday afternoon.
It snowed in the morning.
There was no school yesterday.
There was a holiday yesterday.
The schools were closed.
The shops and stores were closed, too.

I worked in school yesterday.
You worked in the shop yesterday.

He worked in the store yesterday.
 She worked at home yesterday.
 We worked in school yesterday.
 They worked in the city yesterday.

Today I look at the flowers.
 Yesterday I looked at the flowers.
 Today the woman washes the children's dresses.
 Yesterday she washed the children's dresses.
 Today she irons them.
 Yesterday she ironed them.
 Today the boys play in the park.
 Yesterday they played in the park.

Fill in the blanks with *today* or *yesterday*.

She wanted a new pair of shoes ——.
 Who wants a pair of gloves ——?
 The woman baked bread ——.
 — she sews on buttons.
 He shows me his watch ——.
 He showed me a pretty chain ——.

PHONIC DRILL — er

butter sister colder dinner longer shorter

NOTE. — Do not give out statements until after the action is completed. Drill on all regular verbs in the vocabulary acquired so far.

LESSON 43

PAST AND FUTURE TENSES — IRREGULAR

go	do	see	give	come
went	did	saw	gave	came

Today I go to work.

Yesterday I went to work.

Tomorrow (I, we) shall go to work.

Tomorrow (you, he, she, they) will go to work.

Today I do the work.

Yesterday I did the work.

Tomorrow (I, we) shall do the work.

Tomorrow (you, he, she, they) will do the work.

Today I see her.

Yesterday I saw her.

Tomorrow (I, we) shall see her.

Tomorrow (you, he, she, they) will see her.

Today I give him money.

Yesterday I gave him money.

Tomorrow (I, we) shall give him money.

Tomorrow (you, he, she, they) will give him money.

Today I come to school.

Yesterday I came to school.

Tomorrow (I, we) shall come to school.

Tomorrow (you, he, she, they) will come to school.

take	speak	sit	stand
took	spoke	sat	stood

Today I take the watch.

Yesterday I took the watch.

Tomorrow (I, we) shall take the watch.

Tomorrow (you, he, she, they) will take the watch.

Today I speak to him.

Yesterday I spoke to him.

Tomorrow (I, we) shall speak to him.

Tomorrow (you, he, she, they) will speak to him.

Today I sit in the chair.

Yesterday I sat in the chair.

Tomorrow (I, we) shall sit in the chair.

Tomorrow (you, he, she, they) will sit in the chair.

Today I stand on the floor.

Yesterday I stood on the floor.

Tomorrow (I, we) shall stand on the floor.

Tomorrow (you, he, she, they) will stand on the floor.

NOTE. — Drill on these verbs each day until pupils acquire the habit of correct usage without hesitation. Have the pupils write them as well as repeat them orally. Do the same with each new verb that they learn in connection with the following lessons.

LESSON 44

PAST TENSE — REGULAR AND IRREGULAR

hear	eat	drink	write	up
heard	ate	drank	wrote	out

The woman went out and closed the door.

She opened the door.

She came into the room.

She walked to her chair.

She sat down.

The window was open.

She stood up.

She went to the window.

She closed it.

She came to her chair.

She sat down.

He stood up.

He went to you.

He spoke to you.

We heard him speak to you.

He went out of the room.

He came in again.

We saw him go out of the room.

We saw him come in.

We saw him sit down again.

Today I eat an apple.

Yesterday I ate an apple.

Tomorrow (I, we) shall eat an apple.

Tomorrow (you, he, she, they) will eat an apple.

Today I drink milk.

Yesterday I drank milk.

Tomorrow (I, we) shall drink milk.

Tomorrow (you, he, she, they) will drink milk.

Today I write in school.

Yesterday I wrote in school.

Tomorrow (I, we) shall write in school.

Tomorrow (you, he, she, they) will write in school.

Today I hear the birds sing.

Yesterday I heard the birds sing.

Tomorrow (I, we) shall hear the birds sing.

Tomorrow (you, he, she, they) will hear the
birds sing.

Today I come into this room.

Yesterday I came into this room.

Tomorrow (I, we) shall come into this room.

Tomorrow (you, he, she, they) will come into
this room.

PHONIC DRILL — ū

use fuse muse sure cure pure

LESSON 45

DRESSMAKING



spool	thread	thimble	needle
make	scissors	hole	had
dressmaker	machine	button-hole	for

This woman is a dressmaker.

A dressmaker makes dresses for women and girls.

She is very busy today.

She is working at the cutting-table.

She is cutting a dress now.

She has the scissors in her hand.

She cuts dresses with the scissors.

She sews with needle and thread.

She puts a thimble on her finger.

She sews by hand and by machine, too.

She makes button-holes by hand.

She makes button-holes by machine, too.

Button-holes are hard to make.

There are two spools on the sewing-machine.

One is a spool of white thread and one is a spool of black thread.



make

made

bring

brought

Today I make a dress.

Yesterday I made a dress.

Tomorrow (I, we) shall make a dress.

Tomorrow (you, he, she, they) will make a dress.

Today I bring a thimble.

Yesterday I brought a thimble.

Tomorrow (I, we) shall bring a thimble.

Tomorrow (you, he, she, they) will bring a thimble.

Today I have a needle.

Yesterday I had a needle.

Tomorrow (I, we) shall have a needle.

Tomorrow (you, he, she, they) will have a needle.

Mrs. Brown wanted two dresses.

She wanted one for her mother and one for Mary.

She was very busy.

She went to a dressmaker.

The dressmaker came to her house and worked four days.

She came in the morning and went home in the evening.

She ate her lunch with Mrs. Brown.

Mrs. Brown did the work in the house and worked with the dressmaker, too.

She cut the dresses and the dressmaker sewed them.
They made the two dresses in four days.
The dresses looked very pretty.

Shall I sew these buttons on with black thread?

Yes, sew them with black thread.

Where is the spool of black thread?

There it is, on the machine.

Where are the needles?

There is one in the pin-cushion.

I cannot thread this needle.

The eye of the needle is very small.

The thread will not go in.

Please thread the needle for me.

That is a very long thread.

Do not take a long thread.

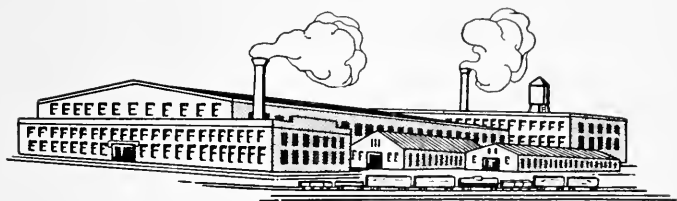
You cannot sew well with it.

PHONIC DRILL — j

jar job jack join just junk

LESSON 46

DAILY OCCUPATIONS



factory

umbrella

rubber

rain-coat

This is a factory.

What a big factory it is!

It is a brush factory.

They make brushes in this factory.

Many men and women work in this factory.

Do you work in a brush factory?

I do not work in a brush factory.

I work in a shoe factory.

Does that man work with you?

He does not work with me.

He works in a rubber factory.

Does he speak English?

He speaks English a little.

Does he go to an evening school?

He goes to an evening school.

Do you walk to your factory?

I do not walk. I ride.

Does he ride to his factory?

He does not ride. He walks.

Are there many factories in this city?

Yes, there are many.

Is there a factory near the school?

How hard it is raining!

It was not raining in the morning.

Mary and John came home
from school at noon.

Their feet were wet.

Their coats and hats were
wet.

In the afternoon their
mother gave them an umbrella.

She gave them their rain-coats.

She gave them their rubbers.

They put on their rubbers and rain-coats.

Their feet did not get wet.

Their coats and hats did not get wet.

Mr. Brown had no umbrella with him.

He had no rubbers on.

He came home in the rain.

Mrs. Brown gave John a big umbrella.

John took it to the car and gave it to his father.

They ran home under the umbrella.



Who took my knife from here?

That man took it.

We saw him take it.

Who brought these flowers?

That woman brought them.

We saw her bring them in.

Who cut this paper?

That boy cut it.

We saw him cut it.

He cut it with the scissors.

Who were singing?

Those girls were singing.

We heard them singing.

Who were running in the hall?

Those boys were running there.

We heard them running.

PHONIC DRILL — ŷ

candy happy city army softly speedy

NOTE. — Have a conversation lesson about factories, those where your pupils work and others.

LESSON 47

AUXILIARIES — *Did*

Did I read?	Did he read?	Did we read?
Did you read?	Did she read?	Did they read?

Open the window.	Close the door.
What did he do?	What did he do?
He opened the window.	He closed the door.

Take this spool.	Give it to the woman.
What did he take?	To whom did he give it?
He took the spool.	He gave it to the woman.

John opened the window.	The woman closed it.
Did John open the window?	Did the woman close it?
Yes, he opened the window.	Yes, she closed it.

We walked home.	The man rode home.
Did we walk home?	Did the man ride home?
Yes, we walked home.	Yes, he rode.

The boy wrote his name.
Did the boy write his name?
Yes, he wrote his name.

She brought you the flowers.
Did she bring the flowers?
Yes, she brought you those flowers.

The man drank a glass of water.

Did the man drink a glass of water?

Yes, he drank a glass of water.

His friend went to Chicago.

Did his friend go to Chicago?

Yes, he went to Chicago.

I went to Albany Saturday morning.

How did you go?

I went by train.

Did you have a nice ride?

Yes, I had a very nice ride.

It was a cool day.

Did you see your cousins?

Yes, I saw them.

Do they work in Albany?

Yes, they work in a factory there.

Did they take you to the park on Sunday?

Yes, they took me there Sunday afternoon.

When did you come away?

I came away Sunday night.

PHONIC DRILL — th (*soft*)

think	thunder	thank	thrill	throw	path
thimble	thumb	thick	three	thirsty	bath

LESSON 48

AUXILIARIES — *Did not*

I did not read. He did not read.
You did not read. She did not read.
We did not read.
They did not read.

Did John close the window?
He did not close the window.
He opened it.
Did the woman open it?
She did not open it.
She closed it.

Did she bring those flowers to him?
She did not bring those flowers to him.
She brought them to you.

Did they walk home?
They did not walk home.
We walked home.
Did the woman ride home?
The woman did not ride.
The man rode.

Did the girl write her name?
The girl did not write her name
The boy wrote his name.

Did the woman drink a glass of water?

The woman did not drink a glass of water.

The man drank a glass of water.

Did your friend go to Chicago?

My friend did not go to Chicago.

His brother went to Chicago.

I stand.

He stands.

I stood.

Do I stand?

Does he stand?

Did I stand?

I do not stand.

He does not stand.

I did not stand.

Write answers to these questions:

Was Saturday a holiday?

Where did you go?

Did you ride?

Did you take your umbrella with you?

Did it rain in the afternoon?

PHONIC DRILL — th (*hard*)

that

this

thee

then

these

thou

than

thy

they

there

those

thus

NOTE. — Ask pupils questions which call for answers in the negative form and require the use of *did*.

LESSON 49

AUXILIARIES — *Do* and *Did*

ring	find	lose	wish
way	finds	loses	wishes
may	found	lost	wished

Can this woman find her way home?

She can not find her way home.

She is a very old woman.

Mary will show her the way.

Will you show me the way to Bond
Street, please?

That is Bond Street.



Mary found a ring today.

Where did she find it?

She found it on the door-steps.

Do you wish to see it?

Yes, I wish to see it.

It is in that small box.

Open the box and look at it.

Did you lose a ring?

Yes, I lost a ring.

That is my ring.

Show it to Harry.

He wishes to look at it.

It is a pretty ring.



Do not put it into your pocket.

You may have a hole in your pocket.

Put it on your finger.

Do not lose that pretty ring again.

You may not find it again.

Did you go to the city yesterday?

No, I did not go yesterday.

I went the day before yesterday.

Did you make that dress?

No, I did not make it.

The dressmaker made it.

Did your friend bring that chain to you?

No, he did not bring it to me.

He brought it to his brother.

Did the woman do her work yesterday?

No, she did not do her work yesterday.

She did it the day before yesterday.

She went visiting yesterday.

PHONIC DRILL — v

vest

vine

vain

valley

ever

vote

very

vase

voice

never

NOTE. — Do not limit your conversation to questions and answers between yourself and the pupils. Encourage pupils to ask questions of each other and to answer.

LESSON 50

THE WEATHER

ground	clean	dirty	yard	now
dry	soon	last	keep	

It rained last night. The ground is wet.
The streets look clean now. The rain washed them.
I like to see the streets clean.
Sometimes they are dirty.
We do not like to see them dirty.
The sun is shining now.
The ground will be dry soon.
The boys can go out to play in the yard.
Will they keep the yard clean?
They will keep the yard clean.
Will they go soon?
Yes, they will go soon.

Is your coat wet?
No, my coat is not wet. It is dry.
I did not go out in the rain last night.

wear	wore	carry	carried
------	------	-------	---------

Are his shoes wet?
Yes, they are.
He did not wear his rubbers today.
My shoes are dry.

I wore my rubbers.

Last night I wore my rain-coat, too.

I am not wearing it today.

Did you carry an umbrella last night?

Yes, I carried one, and I lost it.

I did not carry mine.

I was carrying two big bags.

Are John's hands dirty? }

No, they are not dirty now. They are clean.

He washed them with soap.

The baby's hands are dirty.

He is playing in the yard.

The ground is wet there.

His dress is dirty, too.

His mother will take off his dirty dress.

She will wash his hands.

She will put a clean dress on him.

She will wash the dirty dress.

PHONIC DRILL — w

wine	wall	wild	wit	with
well	was	wood	wipe	way
will	want	warm	winter	wet

NOTE. — Subject for conversation: keeping public highways clean.

LESSON 51

WRITING AND POSTING LETTERS

letter	letter-carrier	envelope	seal	address
stamp	post-office	mail	fold	then

The man wanted to write a letter.

He took his pen and ink and wrote
a long letter.

Then he folded it.

Then he took an envelope and
wrote the address upon it.

Then he put the letter in the enve-
lope.

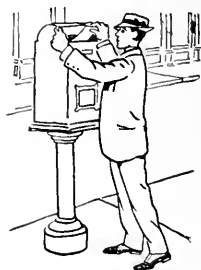
Then he sealed it.

He put a stamp on the envelope.

He then went to a letter-box.

There is a letter-box near his house.

He mailed his letter at the letter-box.



Do you mail your letters at the post-office?

I mail my letters at the post-office.

I live near it.

Who brings letters to us?

The letter-carrier brings them.

He gets them at the post-office.

He carries them in a bag.

Is there a letter-box near your house?

Yes, there is one near our house.

Do you put your letters in an envelope?

Yes, I put them in an envelope.

After I put the letter in, I seal the envelope.

What do you put on the envelope before you mail it?

I put a stamp on it and I write the address on it.

A man is standing on the steps.

He is looking down the street.

He sees the letter-carrier coming.

This man has no work.

He wrote a letter to a friend in Buffalo.

He wanted his friend to get him work.

He will get the answer this morning.

Has the letter-carrier a letter for him?

Yes, he has a letter from Buffalo.

The man opens it and reads it.

His friend can get him work in Buffalo.

He will go there today.

PHONIC DRILL — d

damp	deed	drain	grinds
dot	duty	draw	sounds
do	dry	needs	binds
down	dinner	bands	sends

NOTE. — Have objects at hand. Illustrate the actions and make the statements. Then let a pupil perform the actions and the class state what he did.

LESSON 52

POSTAL MATTERS

United States	cent	send	receive	answer
Canada	every	sends	receives	answers
England	or	sent	received	answered

Here comes the letter-carrier.

He brings a letter for you.

The letter is from home.

I wrote a long letter to my parents
Sunday.

I send them a letter every Sunday.

I send them money, too.

Last Sunday I sent them money.

I do not send money every Sunday.

I put a two-cent stamp on letters to cities in the
United States or to Canada or to England.

I put a five-cent stamp on letters I send to cities
that are not in the United States or in Canada
or in England.

I get the stamps at the post-office.

Did you mail your letters?

I mailed my letters.

Did you send money to your parents?

Yes, I sent them money.

They wanted money.



My sister sends them money, too.

She gets a letter from home every Thursday.

She answers the letter every Friday.

Please give me an envelope.

Where is the writing-paper?

Did you get a letter today?

I received a letter from a friend.

Did you answer it?

Yes, I answered it.

Did he receive a letter?

Yes, he received one and answered it.

Where do you get stamps?

Do you put a two-cent stamp or a five-cent stamp on a letter to Europe?

Does the letter-carrier bring us letters on Sunday?

Can you get your letters at the post-office on Sunday?

Did I send? Did he send? Did we send?

Did you send? Did she send? Did they send?

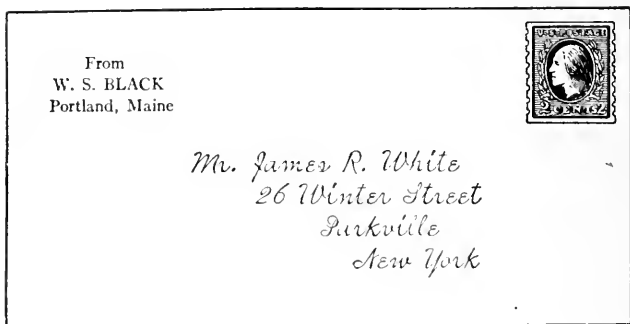
PHONIC DRILL — qu

quite	queen	queer	quick	quit
quell	quake	quart	quest	quail

NOTE. — Conversation about foreign and domestic postal rules.

LESSON 53

HOW TO ADDRESS AN ENVELOPE



To be Explained by the Teacher

The writing on the envelope should be very plain. The name should be written in the middle, so as to leave space for the stamp and the post-mark.

The number and name of the street should be written under the name of the person, as in the example given above.

The name of the city should be written on the third line, and on the fourth line the state. The state may be spelled in full, or the abbreviation may be written.

The stamp should be placed in the upper right hand corner.

It is better to write in the upper left hand corner, in small letters, the name and address of the sender, so as to secure return of the letter in case of misdirection.

St.	Street	Ave.	Avenue	Co.	Company
	c/o	in care of		&	and

Copy these addresses:

Mr. Robert L. Smith
 18 Summer St.
 Buffalo
 N. Y.

Miss Mary Brown
 12 Garden Ave.
 Detroit
 Michigan

Mr. Henry Green
 c/o Black & Co.
 Columbus
 Ohio

NOTE. — Give pupils envelopes, or plain paper cut to the size of envelopes, and let pupils address them. Correct and criticise minutely.

LESSON 54

TIME OF DAY

hour	o'clock	half	dark	past
minute	quarter	time	light	tell

Can you see the clock on the wall?

Yes, I can see it.

What time is it?

Will you tell me the time, please?

What time is it by these clocks?



It is ten o'clock.

It is half past eight.

It is quarter past eight.

It is five minutes of three.

Have you a watch?

Yes, I have a watch.

What does the short hand tell?

The short hand tells the hours.

Does the long hand or the short hand tell the minutes?

The long hand tells the minutes.

What time is it by your watch?

It is five minutes past eight.

What time do you get up in the morning?

I get up at half past five in the morning.

What time do you go to work?

I go to work at seven o'clock.

I go home at noon.

He does not go home at noon.

He eats his lunch at the shop.

I go to work again at one o'clock in the afternoon.

We go home from work at five o'clock.

In the evening I go to school at seven o'clock.

Last night I went to bed at quarter of ten.

We sleep at night.

It is dark in the night time.

It is light in the day time.

The moon and stars shine at night.

The sun shines in the day time.

What time is it by these clocks?



PHONIC DRILL — wh

why

where

what

while

which

white

when

whist

wheel

whisper

LESSON 55

EXERCISES ON PRECEDING LESSONS

I one	IIII or IV four	VII seven	X ten
II two	V five	VIII eight	XI eleven
III three	VI six	IX nine	XII twelve

Here are eight clocks.

What time is it by these clocks?



begin

finish

rise

sunrise

rose

began

finished

set

sunset

tired

What time does school begin?

School begins at seven o'clock.

What time do you begin to work in the morning?

I begin to work at seven o'clock.

Will you begin to read your new book tonight?

I began to read it yesterday.

In how many days can you finish it?

I can finish it in eight days.

What time shall you finish your work?

I shall finish it tomorrow.

Will the man finish his work tomorrow?

The man will finish his work on Thursday.

Did John finish writing his letter?

He finished it and mailed it.

He wrote a long letter.

What is he doing now?

He is sleeping. He is tired.

Are you tired?

Yes, I am tired, too.

Do you like to write long letters?

I do not like to write long letters.

I like to read short letters and write short letters.

When does the sun rise now?

When does it set?

Is sunrise before or after seven o'clock now?

Was sunset before or after five o'clock yesterday?

Yesterday the sun rose at — o'clock and set at
— o'clock.

PHONIC DRILL — st

rest	most	last	fist	must
nest	post	fast	wrist	dust

LESSON 56

NUMERALS

1 one	23 twenty-three
2 two	24 twenty-four
3 three	25 twenty-five
4 four	26 twenty-six
5 five	27 twenty-seven
6 six	28 twenty-eight
7 seven	29 twenty-nine
8 eight	30 thirty
9 nine	31 thirty-one
10 ten	40 forty
11 eleven	50 fifty
12 twelve	60 sixty
13 thirteen	70 seventy
14 fourteen	80 eighty
15 fifteen	90 ninety
16 sixteen	100 one hundred
17 seventeen	101 one hundred one
18 eighteen	200 two hundred
19 nineteen	300 three hundred
20 twenty	1000 one thousand
21 twenty-one	10,000 ten thousand
22 twenty-two	100,000 one hundred thousand
	1,000,000 one million

1st first	14th fourteenth
2nd second	15th fifteenth
3d third	16th sixteenth
4th fourth	17th seventeenth
5th fifth	18th eighteenth
6th sixth	19th nineteenth
7th seventh	20th twentieth
8th eighth	21st twenty-first
9th ninth	22nd twenty-second
10th tenth	30th thirtieth
11th eleventh	40th fortieth
12th twelfth	50th fiftieth
13th thirteenth	100th one hundredth

Read these numbers:

37	125	4230	19,265
46	340	6035	27,331
54	888	7809	98,523
69	921	3000	65,000
78	607	5007	80,000
83	445	9984	30,004
91	256	2500	52,069
25	792	9756	40,752

NOTE. — Write figures on the blackboard in tens, hundreds, and thousands, and let pupils read them.

LESSON 57

MONTHS AND SEASONS

spring	summer	autumn	fall	winter
year	month	season	week	call

Sixty seconds make one minute.

Sixty minutes make one hour.

Twenty-four hours make one day.

Seven days make one week.

Three hundred and sixty-five days make one year.

Twelve months make one year.

How many months are there in a year?

There are twelve months in a year.

What are they?

They are, January, February, March, April, May, June, July, August, September, October, November, December.

How many days are there in a month?

April, June, September, and November have thirty days.

January, March, May, July, August, October, and December have thirty-one days.

For three years February has twenty-eight days.

In the fourth year it has twenty-nine days.

How many seasons have we?

We have four seasons.

What are they?

They are spring, summer, fall or autumn, and winter.

What months do we call the spring months?

March, April, and May are called spring months.

June, July, and August are called summer months.

September, October, and November are called autumn months.

December, January, and February are called winter months.

It is cold in the winter time.

It is very warm in the summer time.

ABBREVIATIONS

Jan. January	Apr. April	Oct. October
Feb. February	Aug. August	Nov. November
Mar. March	Sept. September	Dec. December

How many weeks are there in a month?

How many days are there in a week?

How many hours are there in one day?

How many minutes are there in an hour?

How many seconds are there in a minute?

NOTE. — Make use of calendar. Call attention to the fact that May, June, and July are not abbreviated.

LESSON 58

EXERCISES ON PRECEDING LESSONS

January is the first month of the year.

February is the second month.

March is the third month.

April is the fourth month.

May is the fifth month.

June is the sixth month.

July is the seventh month.

August is the eighth month.

September is the ninth month.

October is the tenth month.

November is the eleventh month.

December is the twelfth month.

Sunday is the first day of the week.

Monday is the second day.

Tuesday is the third day.

Wednesday is the fourth day.

Thursday is the fifth day.

Friday is the sixth day.

Saturday is the seventh day.

FOUR AMERICAN HOLIDAYS

The first day of January is New Year's Day.

The twenty-second day of February is Washington's
Birthday.

The fourth day of July is Independence Day.

The twenty-fifth day of December is Christmas Day.

SOME POLITE EXPRESSIONS

happy

merry

same

success

I wish you a happy New Year.

Thank you, I wish you the same.

I wish you a merry Christmas.

The same to you.

I wish you success.

READING DATES

1900 nineteen hundred

1905 nineteen hundred five

1909 nineteen hundred nine

1912 nineteen hundred twelve

1914 nineteen hundred fourteen

1917 nineteen hundred seventeen

Jan. 3, 1912

Feb. 29, 1916

Apr. 1, 1913

June 28, 1903

Mar. 17, 1865

Oct. 27, 1917

Sept. 16, 1876

Nov. 30, 1915

July 4, 1776

Dec. 25, 1914

May 2, 1901

Aug. 15, 1899

What date is today? Write it.

What date was last Sunday? Write it.

NOTE. — Other holidays, local or national, may be taught when appropriate.

LESSON 59

COMPARISON

long	short	fast	pretty
longer	shorter	faster	prettier
longest	shortest	fastest	prettiest

smaller than

larger than

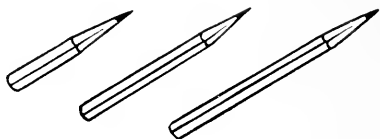
colder than

I have three pencils in
my hand.

The first pencil is long.

The second pencil is
longer.

The third pencil is the longest.



Here is a small box.

That box is smaller.

Yours is the smallest.

The first man is walking
fast.

The second man is walk-
ing faster.

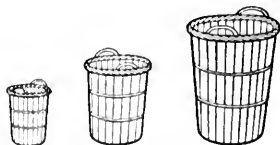
The third man is walk-
ing the fastest.



This basket is large.

That basket is larger.

The third basket is the largest.

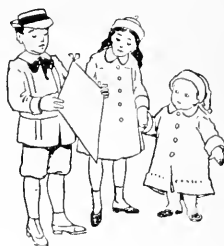


Mary is smaller than John.

The baby is the smallest of the three children.

Is Mary older than the baby?

Is she the oldest of the three children?



Today is colder than yesterday.

Tuesday was the coldest day this month.

It was raining hard last night.

It rained harder in the morning.

These pictures are very pretty.

The one on your desk is the prettiest.

Is December warmer than June?

Is July or August the hottest month in the year?

What month is the shortest month in the year?

In what month are the days longest?

In what month are the days shortest?

Does the new moon look larger or smaller than the full moon?

NOTE. — Give many illustrations orally, then put as many on the blackboard. Lead pupils to see for themselves how adjectives are compared, without your telling it.

LESSON 60

LANGUAGE LESSON ON ARITHMETIC

half	whole	more	times
halves	divide	less	equal

- $5 + 3 = 8$ Five and three are eight.
 $6 + 4 = 10$ Six and four are ten.
 $12 - 5 = 7$ Twelve less five is seven.
 $11 - 2 = 9$ Eleven less two is nine.
 $3 \times 4 = 12$ Three times four are twelve.
 $2 \times 8 = 16$ Two times eight are sixteen.
 $9 \div 3 = 3$ Nine divided by three is three.
 $6 \div 3 = 2$ Six divided by three is two.
 $\frac{1}{2} + \frac{1}{2} = 1$ One half and one half make one whole.
Two halves make one whole.
 $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$ One fourth and one fourth make one half.
Four fourths, or four quarters, make one whole.
 $\frac{1}{7} + \frac{1}{7} = \frac{2}{7}$ One seventh and one seventh equal two sevenths.
 $2\frac{1}{2} + 4\frac{1}{2} = 7$ Two and one half and four and one half are seven.
 $3\frac{2}{3} - 2\frac{1}{3} = 1\frac{1}{3}$ Three and two thirds less two and one third is one and one third.
 $2 \times 1\frac{1}{2} = 3$ Two times one and one half are three.

$\frac{1}{2} \div 2 = \frac{1}{4}$ One half divided by two equals one fourth.

How many are five and three?

How many are six and eight?

How many is six divided by two?

How many is ten less five?

How many are four times three?

How many are six times two?

One fifth and one fifth are how many fifths?

Eight is how many more than five?

Twelve is how many more than ten?

Nine is how many less than thirteen?

Seven is how many less than eleven?

Here are John and Harry.

John has an orange.

He will cut the orange in two.



Then he will have one half and Harry will have one half.

Mary has an apple.

She will cut the apple into thirds.

She will give one third to Harry and one third to John.



Then she will have a third, too.

NOTE. — This lesson is not to test the pupil's efficiency in arithmetic, but to teach some of the simplest and most common terms needed for daily use.

LESSON 61

MONEY

cent	dime	copper	gold	lend	pay
nickel	dollar	silver	bill	lent	paid
	borrow		borrowed		

Five cents make a nickel.

Ten cents make a dime.

One hundred cents make a dollar.

Fifty cents make half a dollar.

Twenty-five cents make a quarter of a dollar.

A cent is made of copper.

A dollar is made of silver.

A dollar made of silver is called a silver dollar.

A dollar made of paper is a dollar bill.

Dimes, quarters, and half-dollars are made of silver.

How much money have you with you?

I have ten dollars in gold.

I have six dollars and seventy-five cents.

I want to borrow two dollars.

Will you lend me two dollars?

I will lend them to you.

When do you get your pay?

I get my pay Saturday night.

What pay do you get?

I get fifteen dollars a week.

How many nickels are there in one dime?
 How many nickels are there in a quarter?
 How many dimes make half a dollar?
 How many dimes are there in a dollar?
 How many quarters make one dollar?
 A dollar is how much more than three quarters?
 Of what is a dime made?
 Of what is a quarter made?
 Of what is a cent made?
 Of what is a five-dollar bill made?
 Of what is this ring made?

How much did you pay for your book?
 I paid fifty cents for mine.
 What did Mr. Brown pay for his new shoes?
 He paid three dollars and a quarter for them.
 How much money did your brother lend you?
 He lent me two dollars and a half.
 Last month he borrowed some money from me.

Read:





















\$ 1.25	\$15.37	\$ 4.99	\$116.34
\$17.03	\$.98	\$ 2.50	\$ 37.50
\$ 8.50	\$ 1.69	\$ 5.75	\$ 25.
\$.67	\$10.08	\$31.10	\$ 9.16

NOTE. — Teach the writing of currency in figures.

LESSON 62

FRUITS AND VEGETABLES

FRUITS

	apple		watermelon
	cantaloupe		nuts
	cherry		date
	grape		fig
	lemon		raisin
	orange		walnut
	pear		banana
	peach		blackberry
	plum		currant
	strawberry		pineapple

ripe

spoil

spoiled

We have a cherry tree in our garden.

The cherries will be ripe in June.

Do you want some strawberries?

Those berries are not good.

They are spoiled.

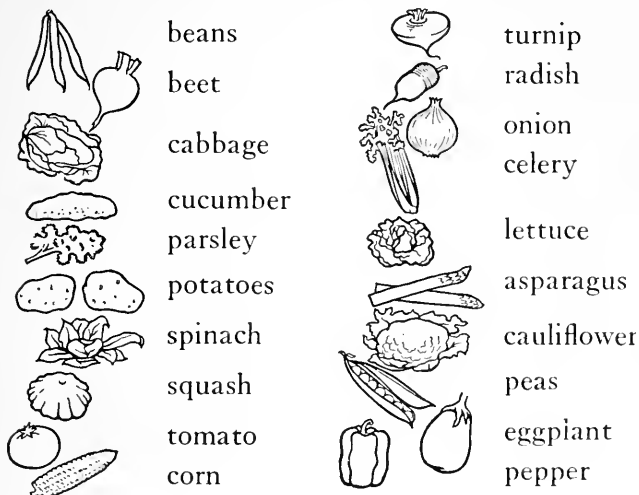
The peaches are too ripe.

They will spoil before tomorrow.

Are those pears ripe?

No, they are not. They are green.

VEGETABLES



Are these young radishes?

Do not take the corn. It is old.

Have you new potatoes?

The beans are fresh.

I picked them this morning.

How much is that small cabbage?

What do you pay for green tomatoes?

NOTE. — Bring to the class as many of the fruits and vegetables as possible. Present others by use of pictures. Have a conversation lesson about native fruits and vegetables; their seasons, uses, etc.

LESSON 63

MARKETING — TENSES

market	fish	all	buy	sell
meat	dozen	thing	bought	sold

Mrs. Brown goes to the market every week.

She goes to the market to buy
many things.

She buys meat, vegetables, and
fruit there

The man in the market sells
them.

She buys from him.

She pays him the money.

He gives her the change.



Do they sell fish in the market?

Yes, they sell fish, too.

Do you like fish?

I do not like fish.

I went to the market this afternoon.

What did you buy?

I bought meat and eggs and fish.

Did you buy fruit, too?

Yes, I bought grapes and oranges.

How many oranges did you buy?

I bought a dozen.

How much did you pay for all these things?

I paid two dollars and forty cents.

How much did you give the man?

I gave him three dollars.

How much change did he give you?

He gave me sixty cents in change.

Who went with you?

My brother went with me.

Today I buy fruit.

Yesterday I bought fruit.

Tomorrow (I, we) shall buy fruit.

Tomorrow (you, he, she, they) will buy fruit.

Today I sell meat.

Yesterday I sold meat.

Tomorrow (I, we) shall sell meat.

Tomorrow (you, he, she, they) will sell meat.

Today I pay him.

Yesterday I paid him.

Tomorrow (I, we) shall pay him.

Tomorrow (you, he, she, they) will pay him.

NOTE. — Pupils should be able to give these tenses in other persons than the first.

LESSON 64

EXERCISES ON PRECEDING LESSONS

bundle	light	bend	break
string	lift	bent	broke
heavy	try	must	tie

This bag is heavy. The girl can not lift it.

Do you want to try to lift it?

I can lift it. What is in it?

Meat and fruit and vegetables are in it.

There are too many things in it.

Is this bundle heavy?

No, that bundle is not heavy. It is light.

Is paper heavy?

Paper is not heavy. Paper is light.

Is iron light?

Iron is not light. Iron is heavy.

Do you like to carry heavy bundles?

I do not like to carry heavy bundles.

With what did you tie your bundle?

I tied it with a string.

Will it not break?

No, this string will not break.

It is stronger than your string.

Is your bag heavier than mine?

No, it is not. It is lighter than yours.

Here is a long stick. Can you bend it?

I can not bend it.

Try to bend it.

I do not wish to try.

Do not try to bend the pencil. You will break it.

It will not bend. It will break.

Who broke that window-pane?

John broke it.

He broke it with a stick.

Now he must pay for a new pane of glass.

You must not eat spoiled fruit.

It is bad for you.

You must not eat fish that is not fresh.

That is bad for you, too.

Fresh, ripe fruit is good for you.

Green fruit is not good for you.

You must cook it.

I bought a dozen oranges for thirty-four cents.

I gave the man a half-dollar.

What change did he give me?

I sold Mrs. Brown two heads of lettuce for fourteen cents.

She gave me a quarter.

How much change did she get?

NOTE. — Let different pupils illustrate each action.

LESSON 65

WEIGHTS AND MEASURES

WEIGHT

16 ounces (oz.) = 1 pound (lb.)

2000 pounds = 1 ton

LIQUID MEASURE

4 gills = 1 pint (pt.) 4 quarts = 1 gallon (gal.)

2 pints = 1 quart (qt.) 31 gallons = 1 barrel (bbl.)

DRY MEASURE

2 pints = 1 quart 4 pecks = 1 bushel (bu.)

8 quarts = 1 peck (pk.) $2\frac{3}{4}$ bushels = 1 barrel.

LONG MEASURE

12 inches (in.) = 1 foot (ft.)

3 feet = 1 yard (yd.)

5280 feet = 1 mile

How many pounds make one ton?

How many pints make one quart?

How many quarts make one gallon?

How many quarts make one peck?

How many inches make one foot?

How many feet make one yard?

NOTE. — Have at hand all the measures that can be obtained. Be sure that all the class become familiar with the terms as well as what they represent.

LESSON 66

IN A GROCERY STORE

The grocer keeps a grocery store.

He sells groceries.

These things are groceries:

flour	butter	potatoes	yeast
sugar	lard	salt	olive oil
coffee	cheese	soap	kerosene oil
tea	rice	cake	milk
eggs	beans	crackers	bread

What things does the grocer sell by the pound?

What does he sell by the quart?

What does he sell by the dozen?

What does he sell by the peck?

good coffee	good eggs	good flour
better coffee	better eggs	better flour
the best coffee	the best eggs	the best flour

I am going to the grocery store today.

I want to buy groceries.

Do you want to come too, Mary?

Yes, Mother, I want to go with you.

Good morning, Mr. Black.

Good morning, Mrs. Brown. What can I do for you today?

I want a pound of butter.

How much is it?

It is thirty cents a pound.

How much is sugar?

Sugar is selling at five and a half cents a pound, now.

I want four pounds.

How much is your best rice?

The best rice is ten cents a pound.

I want three pounds of it.

Have you new potatoes?

Yes, they came this morning.

I want one peck.

Is that all you want today?

I want one dozen eggs, two quarts of beans, and half a pound of tea.

Will you take the things with you, or shall I send them?

Please send them to Mrs. Brown, 85 South Street.



NOTE. — Have this lesson read as a dialogue.

LESSON 67

QUESTIONS AS TO TIME

last week	next week
last month	next month
last year	next year
year before last	year after next

Who is sitting in the first chair?

—— is sitting in the first chair.

Who is sitting in the next chair?

—— is sitting in the next chair.

Who is sitting in the next chair?

—— is sitting in the next chair.

Who is sitting in the last chair?

—— is sitting in the last chair.

What is the first day of the year?

January 1 is the first day of the year.

What is the last day of the year?

December 31 is the last day of the year.

When did you come to America?

I came last year.

When did your friend come?

He came last month.

What month are we in now?

We are in the month of ——.

What month was last month?

Last month was — .

Were you working last week?

Yes, I was working last week.

Did you come to school last week?

Yes, I came to school last week.

Shall you come to school next week?

I shall come to school next week.

Did he lend you money last week?

He lent me money last week.

When shall you pay him?

I shall pay him next week.

Mary went to visit her aunt today.

She is at her aunt's now.

Next week she will go to her grandmother's.

When will she come home?

She will come home week after next.

Write the date of

day before yesterday

next Fourth of July

next New Year's Day

last Washington's Birthday

last Christmas

Tuesday after next

last Wednesday

next Monday

LESSON 68

THE PERFECT TENSE

I have worked.

He has worked.

You have worked.

She has worked.

We have worked.

They have worked.

I have spoken.

He has spoken.

You have spoken.

She has spoken.

We have spoken.

They have spoken.

Take the key.

Take the envelope.

I have taken the key. I have taken the envelope.

He has taken the key.

He has taken the envelope.

Give her a pen.

Give him your knife.

I have given her a pen. I have given him my knife.

He has given her a pen.

She has given him her knife.

Bring the basket to me.

I have brought the basket to you.

Bring your paper to me.

I have brought my paper to you.

He has brought the paper to you.

He has brought the basket to you.

Write your name.

I have written my name.

He has written his name.

I write my name.

You have written your name.

Today I take the key.

Yesterday I took the key.

Tomorrow I shall take the key.

Now I have taken the key.

Today I give her a pen.

Yesterday I gave her a pen.

Tomorrow I shall give her a pen.

Now I have given her a pen.

Today I bring my book.

Yesterday I brought my book.

Tomorrow I shall bring my book.

Now I have brought my book.

Today I write a letter.

Yesterday I wrote a letter.

Tomorrow I shall write a letter.

Now I have written a letter.

NOTE. From now on have a thorough drill on verbs every day.

LESSON 69

THE PERFECT TENSE *

Today I see you.

Yesterday I saw you.

Tomorrow I shall see you.

Now I have seen you.

Today I do my work.

Yesterday I did my work.

Tomorrow I shall do my work.

Now I have done my work.

Today I am in school.

Yesterday I was in school.

Tomorrow I shall be in school.

Now I have been in school.

Today I go home.

Yesterday I went home.

Tomorrow I shall go home.

Now I have gone home.

Have you seen the ocean?

Yes, I have seen the ocean.

Has he seen the ocean?

Yes, he has seen the ocean.

Have you been in England?

No, I have not been in England.

* Has he been in England?

No, he has not been in England.

Have you been in Italy?

Yes, I have been in Italy.

Has he been in Italy?

Yes, he has been in Italy.

Have you finished your work?

Yes, I have finished my work.

Has he finished his work?

Yes, he has finished his work.

Have they done their work?

Yes, they have done their work.

Have you received a letter from home this week?

No, I have not received a letter from home this week.

Has he received a letter from home this week?

No, he has not received a letter from home this week.

Have you written a letter today?

I have written a letter today.

Has he gone to the market today?

He has not gone to the market today.

Today I eat

Today I drink

Yesterday I ate

Yesterday I drank

Tomorrow I shall eat

Tomorrow I shall drink

Now I have eaten

Now I have drunk

LESSON 70

CONTRACTIONS

know

yet

I have your knife.

Have I your knife?

He has a watch.

Has he a watch?

The flowers are on the desk.

Are the flowers on the desk?

The woman has gone out.

Has the woman gone out?

She has not come yet.

Has she not come yet?

She has not spoken yet.

Has she not spoken yet?

We know English.

Do we know English?

He knows how to do his work.

Does he know how to do his work?

You know how to do your work.

Do you know how to do your work?

That man knows you.

Do you know him?

The girl went home.

Did the girl go home?

Do you know her?

can't	don't	doesn't	haven't	hasn't
can not	do not	does not	have not	has not

Have I your knife?

You haven't my knife.

Hasn't he a watch?

He hasn't a watch.

Can't he speak English?

He can't speak English.

Doesn't he live here?

He doesn't live here.

Don't you know how to do your work?

You don't know how to do your work.

I'm	you're	it's	he'll	won't
I am	you are	it is	he will	will not

I'm tired. Aren't you?

No, I'm not.

It's time to go home, isn't it?

It's not nine o'clock yet.

You're paying too much for that coat.

Do you know when he'll come?

He won't come before half past nine.

Won't you have some fruit?

They won't know their lesson tomorrow.

LESSON 71

PUBLIC SIGNS

Exit
Entrance
To the Surface Cars
Do not talk to the Motorman
Wait until the Car Stops
Pull
Push
Danger
Ticket Office
Look out for the Engine
No Smoking
Information Window
To the Subway
To the Elevated Trains
Keep Out
No Admittance
Private
No Trespassing
Keep off the Grass
Put rubbish here
Keep to the Right
Do not handle
Dogs are not allowed
Do not feed the Animals



NOTE. — Tell pupils where these signs are, and what they mean.

LESSON 72

INTERROGATIVE SENTENCES

kind

why

which

Write your answers to these questions:

Who is your teacher?

What are you writing with?

Where do you come from?

Where is your home?

Whose book have you?

Whose box is on the teacher's desk?

When do you go to work?

When did you come to America?

How many men are in this school?

How many women are in this school?

How old are you?

Why do you go to an evening school?

Why do you go to work?

Which of your books do you like best?

What kind of fruit do you like?

What kind does your brother like?

Which do you like better, tea or coffee?

What kind of fruit is good for you?

What kind of fish or meat is bad for you?

What is the date?

LESSON 73

IN A BUTCHER'S STORE

The butcher keeps a meat store.

He sells many kinds of meat.

beef

ham

chicken

mutton

sausage

turkey

lamb

bacon

duck

pork

poultry

goose

part

forequarter

steak

chop

Where do we buy meat?

We buy meat at the
butcher's store.

I want to buy some
meat today.

I shall go to the butcher's
store.

I want spring lamb.

Which part do you want?

How much is the leg?

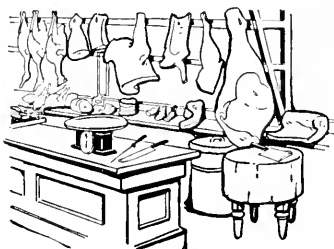
The leg is eighteen cents a pound.

How much is the forequarter?

The forequarter is fourteen cents a pound.

Give me a small forequarter.

I want a fresh one.



Will that be all?

I want a small chicken, too. Is this one fresh?

Yes, it came this morning.

How much is it a pound?

It is twenty-five cents a pound.

I will take it.

Shall I send the things or will you take them with you?

I will take them with me.

Put them all in one bundle.

Tie the bundle with a strong string.

Then I can carry it very well.

one goose

three geese

What is poultry?

Chickens, ducks, turkeys, and geese are called poultry.

What kind of meat do you like best?

I like beef.

I like lamb better than mutton.

Did you buy steak at the butcher's?

Yes, I bought a small steak.

I bought pork chops, too.

Which did you pay more for?

I paid more for the steak.

NOTE. — Have a conversation lesson on kinds of meats, cuts, their uses, etc.

LESSON 74

PARTS OF THE BODY

blood	skin	bone	muscle	joint
-------	------	------	--------	-------

THE HEAD

hair	eye	nose	lip	ear
face	eye-brow	mouth	tongue	neck
forehead	eye-lid	chin	tooth	throat

THE TRUNK

back	shoulder	waist	hip
side	chest	abdomen	

THE LIMBS

arm	wrist	knuckle	finger	thumb
elbow	hand	palm	finger-nail	thumb-nail
leg	shin	foot	instep	
thigh	calf	toe	heel	
knee	ankle	toe-nail	sole	

ORGANS OF THE BODY

brain	heart	lungs	stomach
-------	-------	-------	---------

NOTE. — Some of these words have been introduced already; a few are introduced in the following lesson. Teach other terms by indicating them or by use of picture. Pupils should be made familiar with all the terms given above.

LESSON 75

EXERCISES ON THE VOCABULARY

right	broad	talk	chew	other
left	straight	smell	care	fell

What can you do with your eyes?

I can see with my eyes.

What can you do with your ears?

I can hear with my ears.

What can you do with your nose?

I can smell with my nose.

What can you do with your tongue?

I can talk with my tongue.

What can you do with your teeth?

I can chew with my teeth.

How many teeth have you in your mouth?

I have thirty-two teeth in my mouth.

Each of them is called a tooth.

What can you do with your legs?

I can walk with my legs.

I have two feet.

Each of them is called a foot.

What can you do with your hands?

I can work with my hands.

One of my hands is my right hand; the other is my
left hand.

One of my feet is my left foot; the other is my right foot.

Each hand has five fingers.

Each foot has five toes.

I have two shoulders and two elbows and two wrists.

I try to have a straight back and a broad chest.

I keep my body clean.

I keep my body warm.

I take good care of my body.

The arm bends at the elbow and the wrist.

The leg bends at the knee and the ankle.

Each finger has three joints.

There are joints at the shoulder and the hip.

The bones of the leg are longer than the bones of the arm.

Mr. Green has a broken arm.

He has broken his right arm.

Mr. Black has a broken leg.

His left leg is broken.

How did he break it?

He was working on a new house, and he fell from the roof.

How did Mr. Green break his arm?

He fell from a car.

LESSON 76

PREPOSITIONS

fence	across	behind	hold
beside	between	front	around

Where is your pencil?

My pencil is in my hand.

Where is his book?

His book is on the table.

What is under the table?

A basket is under the table.

Who is sitting in front of you?

—— is sitting in front of me.

Who is sitting behind you?

—— is sitting behind me.

Who is sitting beside you?

—— is sitting beside me.

Who is standing between your desk and his desk?

You are standing between my desk and his desk.

What is in front of your schoolhouse?

A tree is in front of our schoolhouse.

What is behind the schoolhouse?

A large yard is behind the schoolhouse.

Who lives across the street?

Mr. Peters lives across the street.

Who lives beside you?

Mr. Gray lives beside us.

What is there between your house and Harry's?

There is a yard between his house and ours.

There is a fence between our schoolhouse and the street.

Is there a fence around the school yard?

Yes, there is a fence around it.

There is a fence around our yard, too.

Put your book in your desk.

Put it on your desk.

Put it under your desk.

Put it behind you.

Hold it in front of you.

Hold it beside you.

Hold it between your desk and his desk.

Hold it in your right hand.

Hold it in your left hand.

My hands are — my desk.

My feet are — my desk.

Mr. — is sitting beside me.

Miss — is sitting in front of me.

— — is sitting behind me.

You are standing — my desk and her desk.

— — is sitting at my right.

— — is sitting at my left.

LESSON 77

LETTER FORMS

68 Madison Street
ROCHESTER, NEW YORK
June 19, 1914

MY DEAR FRIEND,

.....

.....

.....

.....

.....

.....

.....

.....

.....

Yours sincerely,
PAUL A. MARCO

NOTE. — Put an example such as given in the book on the blackboard. Lead pupils to see that each letter has four parts. (1) The heading (the place of the writer and the date); where it should begin, etc. (2) The salutation (the person to whom the letter is addressed); where it should begin, different forms, etc. (3) The body of the letter (what the writer has to say); where it should begin, etc. (4) The complimentary ending, different forms, and where the signature should be written.

Let pupils copy. Drill by giving them letter sheets and asking them to write simple short letters. Look out for correct form as much as for correct sentences.

PART III

Reading Exercises

LESSON 78

DAILY OCCUPATIONS



far
because

early
late

hurry
think

downstairs
upstairs

These men are hurrying to their shops.

Do you know why they are hurrying?

They are hurrying because they want to be there on time.

They do not want to be late.

They begin work at seven o'clock in the morning.

They want to be there before seven.

They do not live near their shops.

They live far from here.

They have far to walk.

How dark it is!

It is a very cloudy day.

Do you think it will rain today?

Yes, I think it will.

Where is my umbrella?

It is upstairs. Go and get it.

Mine is upstairs, too. Please bring it with you or send it downstairs.

Don't hurry.

You will not be late.

It is early.

It is quarter to seven.

Did you get up early this morning?

Yes, I got up at five o'clock.

I got up late yesterday morning.

Do you think you can mail these letters for me before you go to work?

I do not think I can mail them before I go to work, because the post-office is far from here and I do not want to be late.

I can mail them at noon.

The man puts on his overcoat because it is cold.

He takes his umbrella because it is raining.

He rides to work on the car because his shop is far from his house.

NOTE. — Subject for conversation: importance of punctuality. Short stories might be told for illustration.

LESSON 79

RELATIVES AND FRIENDS

neighbor	rich	die	living
kind	poor	died	dead
young	own	ago	farm

Mr. Martin lives near Mr. Brown.

They live on the same street.

Mr. Brown and he are neighbors.

They are good friends, too.

Mr. Martin is a very rich man.

He owns many houses and stores and farms.

He owns a big grocery store near Mr. Brown's shop.

Mr. Brown's brother works on one of his farms.

He is a kind man.

He is very kind to the poor.

The poor like him.

He is an old man.

He has one son and one daughter.

They are not old.

They are young.

The daughter is the younger.

Is his wife living?

His wife is not living.

She is dead.

When did she die?

She died two years ago.

Have you many neighbors?

We have many neighbors.

Are all your neighbors old?

Not all our neighbors are old.

Some are young.

Are your grandparents young?

My grandparents are not young. They are old.

Are your parents living?

My mother is living.

My father is dead.

When did he die?

He died six years ago.

once

twice

three times

Mrs. Brown goes to the market once a week.

She goes visiting once a week.

Her father comes to see her twice a week.

Last week he came three times.

Mary and John go to see their grandfather four or
five times a week.

They go to their neighbor's house once or twice a
week.

He has been to their house twice this year.

LESSON 80

CLOTHES

THINGS THAT MEN WEAR



hat



coat



overcoat



vest



trousers



overalls



collar



collar-buttons



cuff



cuff-buttons



sweater



shoes



overshoes



rubbers



socks



shirt



necktie



suspenders

a pair of cuffs

a pair of cuff-buttons

a pair of gloves

a pair of shoes

a pair of socks

a high collar

a low collar

low shoes

high shoes

a pair of rubbers

a pair of overshoes

a pair of trousers

a pair of overalls

a pair of suspenders

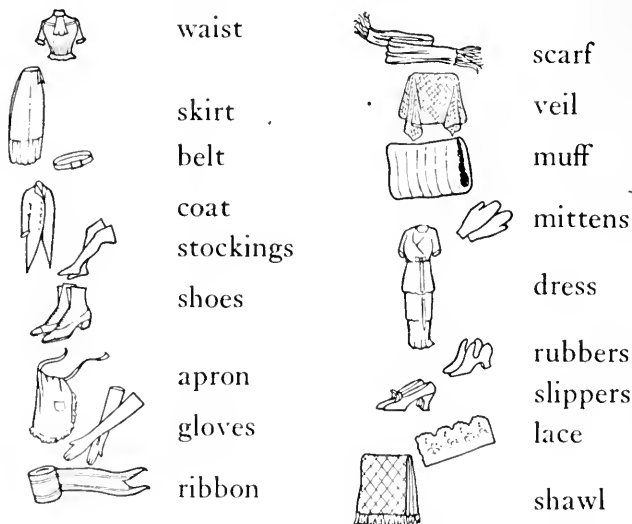
heavy shoes

light shoes

a heavy overcoat

a light overcoat

THINGS THAT WOMEN WEAR



KINDS OF CLOTH

cotton	velvet	gingham
woolen	satin	flannel
silk	muslin	linen

NOTE. — Have a conversation lesson about clothes, introducing materials and making use of colors.

LESSON 81

IN A CLOTHING STORE

counter	size	mark	price
handkerchief	fit	sale	cheap

Salesman: What can I do for you?

Customer: I want a suit of clothes.

Salesman: What color do you want?

Customer: I want a gray suit.

Salesman: Here is a very good one.

Customer: Will that fit me?

Salesman: Yes, I think it will fit
you very well.

Customer: I think I'll try it on.

Salesman: That fits you very
well.

Customer: What is the price of
this suit?

Salesman: It is fifteen dollars. We are having a sale today, and everything in the store is marked down. This is a very good suit for the price.

Customer: I will buy this suit.

I want to buy a shirt and a necktie and a pair of gloves.

Salesman: We have some very good shirts marked down from one dollar and a quarter



and one dollar to seventy-five cents each.

Customer: Please show them to me.

Salesman: Come this way, please.

Customer: I will take that shirt.

Give me two collars.

Salesman: What size do you want?

Customer: I want size fifteen and a half.

How much are those neckties?

Salesman: Those neckties are twenty-five cents each.

Customer: I will take the gray one and the blue one.

Give me also two of those twelve-and-a-half cent handkerchiefs and two pairs of your twenty-five cent socks, size ten.

Where are the gloves?

Salesman: The gloves are on the second counter to the right.

That man will show them to you.

Customer: I want a pair of gloves. What are the cheapest gloves you have?

Salesman: The cheapest we have are one dollar a pair. We sell them at a dollar and up.

Customer: Let me see your one-dollar gloves.

I'll take that pair.

NOTE. — To be read by a group of two.

LESSON 82

DAILY OCCUPATIONS

breakfast	supper	sometimes	tooth
dinner	restaurant	polish	teeth

I get up at six o'clock every morning.

I wash my hands and face, and brush
my teeth.

I comb my hair and put on my
clothes.

I put on my shoes and polish them.

We have breakfast at half past six.



Did you go to the city yesterday?

Yes, I went and bought a suit, a pair of shoes, two
pairs of socks, three handkerchiefs, two neckties,
and a pair of gloves.

I had dinner in a restaurant.

I paid fifty cents for my dinner.

What time do you have supper?

We have supper at six o'clock.

Sometimes we have dinner at six o'clock.

Then we have lunch at noon.

On Sundays we have dinner at noon.

Do you go home for your lunch?

No, I take my lunch with me.

Sometimes I go to a restaurant for lunch.

tooth-brush	hair-brush	clothes-brush
shoe-polish		towel

I wash my hands and face with soap and water.

I dry them with a towel.

I brush my teeth with a tooth-brush.

I comb my hair with a comb.

I brush it with a hair-brush.

I brush my clothes with a clothes-brush.

I cut my nails with the scissors.

I polish my shoes with shoe-polish.

Write answers to these questions:

At what time do you get up?

When do you have breakfast?

When do you go to work?

Do you buy a morning paper?

When do you begin work?

When do you stop work?

How much time do you have at noon?

Where do you eat your lunch?

At what time do you begin work in the afternoon?

When do you stop work for the day?

Do you buy an evening paper?

When do you get home?

When do you eat your dinner?

When do you go to bed?

LESSON 83

OCCUPATIONS

grocer butcher dressmaker cook

Who sells us groceries?

Who sells us meat?

Who makes dresses?

Who cooks breakfast, dinner, and supper?

Look on page 191 and find pictures of these men:

carpenter	painter	photographer
shoemaker	tailor	farmer
blacksmith	barber	baker

These are some other occupations:

conductor	mason	engraver
motorman	plumber	architect
policeman	clerk	doctor
fireman	waiter	lawyer
janitor	milliner	dentist
laborer	printer	druggist

NOTE. — The first four words have already been taught. Pictures for some of the other words, besides those on page 191, will be found on pages 167 (conductor), 152 (butcher), 158 (grocer), 192 (laborer).

LESSON 84

EXERCISES ON THE VOCABULARY

hammer	awl	plane	sledge
saw	chisel	tongs	anvil
living	tool	build	paint

We all work for our living.

A carpenter builds houses for his living.

A shoemaker makes shoes for his living.

A tailor makes clothes for his living.

A dressmaker makes dresses for her living.

What do you do for your living?

The carpenter works with hammer, plane, saw, awl, and chisel.

The hammer, plane, saw, awl, and chisel are his tools.

The shoemaker works with his needle and thread and awl.

The blacksmith works with his iron and sledge on his anvil.

He holds the iron with the tongs.

The painter works with his brush and paint.

The tailor works with his scissors, thimble, needle, and thread.



hard work

easy work

This man is a laborer.

He is going to work.

He is carrying his tools on his left shoulder.

He has a box in his right hand.

What do you think he has in the box?

I think he has his lunch in it.

Is his work hard or easy?

I think it is hard work.



The — makes clothes.

The — makes shoes.

The — works on a farm.

The — bakes bread.

What does a barber do?

What does a photographer do?

Who makes hats?

Who makes dresses?

What is your occupation?

Do you like it?

Is your work hard or easy?

LESSON 85

CONVERSATION WITH A TAILOR

tear	sample	strong	order
torn	mend	press	ready
tore	lining	cost	measure

Customer: My coat is torn and dirty. I want it mended, cleaned, and pressed. How much will it cost me?

Tailor: It will cost you a dollar. That is a bad tear.

Customer: When will you have it ready?

Tailor: When do you want it?

Customer: I want it for Sunday. Will you have it ready on Saturday afternoon?

Tailor: Yes, I will have it ready for you.

Customer: I want to order a new suit.

Tailor: I'll make a very good suit for you.

Customer: Show me your samples, please.

Tailor: Here are my latest and best samples.

Customer: I want a good suit. I do not want a cheap one.



Tailor: Here is one that will make a very good suit for you.

Customer: How much will that suit cost me?

Tailor: I'll make that for you for twenty-five dollars.

Customer: I think I will have that.

Tailor: Shall I take your measure?

Customer: Yes, take my measure now.

I want the lining good and strong.

I want good buttons put on it.

I do not want cheap buttons and I want hand-made button-holes.

Tailor: Very well, sir.

Customer: When will you have the suit ready?

Tailor: I can have it ready for you in ten days.

Customer: When shall I come to try it on?

Tailor: Can you come in Wednesday evening?

Customer: I can come in when I am going home from work.

Tailor: Very well. I will have the whole suit ready to try on then.

LESSON 86

CONVERSATION ON SHOPPING

shopping let piece aisle bargain

Mrs. B.: I want to go shopping. Will you come with me?

Mrs. W.: Yes, I want to go shopping, too.

Mrs. B.: There is a sale at Kendall's today.

Mrs. W.: Let us go there first.

I want to get sheets, pillow-cases, and towels.

Mrs. B.: They have some good bargains there today. From there let us go to Greene's and get some muslin.

Mrs. B.: Will you show me some good white muslin, please?

Saleswoman: Here is a very good piece of muslin.



Mrs. B.: How much is it a yard?

Saleswoman: It is thirty-seven and a half cents a yard.

Mrs. B.: That is too much.

Saleswoman: Here is a piece for twenty-five cents a yard.

Mrs. B.: Give me six yards of it, please.
Where are the laces?

Saleswoman: The laces are in the next aisle on the second counter.

Mrs. B.: I want to buy a dress, a white apron,
and a blue ribbon for Mary.

Mrs. W.: You may get them cheaper at Smith's.

Mrs. B.: Have you any gingham dresses for girls?

Saleswoman: Yes, we have some very pretty ones.
How old is the girl?

Mrs. B.: She is twelve years old.

Saleswoman: Please come this way.

Mrs. B.: How much is this one?

Saleswoman: That is four dollars.

Mrs. B.: Do you think that will fit her?
Try it on her.

Saleswoman: That fits her very well.

Mrs. B.: I will take it. I think it is very pretty.
Now let us look at the ribbons.

LESSON 87

IN THE KITCHEN

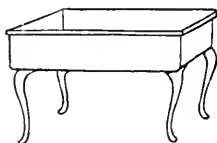


stove

oven



faucet



sink



coal

coal-
scuttle



wood
shovel



poker



kettle



coffee-
pot



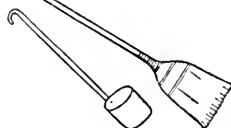
frying-
pan



ice-chest



shelf



broom

ladle



tub



wash-
boiler



iron

NOTE. — Objects that can be brought to the classroom should be brought. Teach others by use of pictures. Have a conversation lesson about the different articles, their uses, etc.

LESSON 88

WHAT IS DONE IN THE KITCHEN

fire	fry	boil	wipe	tea-pot
biscuit	dish	dust	hang	clothes-line

I make a fire in the stove every morning.

First I put some paper in it.

Then I put in some wood and a little coal.

Then I light the paper with a match.

Mother is in the kitchen now.

She is cooking our dinner.

There are a kettle, a frying-pan, and a tea-pot on
the stove.

She is frying fish in the frying-pan.

She has some biscuits in the oven.

We keep milk, butter, and eggs in the ice-chest.

We buy ice three times a week.

After breakfast Anne washes the dishes.

Then she wipes them.

She wipes them with a clean cloth.

Then she sweeps the floor and dusts the chairs.

Sometimes I wash the dishes and wipe them.

Sometimes I sweep the floor.

We do our washing in the kitchen.

We wash the clothes in the wash-tub.

We boil them in the wash-boiler.

Then we hang them on the clothes-line to dry.

LESSON 89

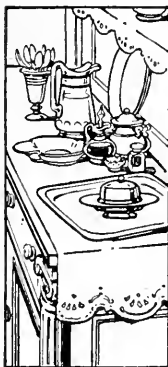
IN THE DINING-ROOM

On the Table



a linen table-cloth
a clean napkin
a dinner plate
a bread plate
a glass for water
a cup and saucer
teaspoon
fork
knife

On the Sideboard

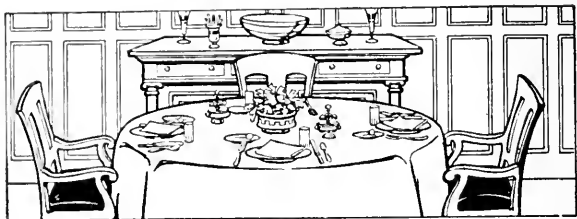


spoon-holder
sugar-bowl
butter-dish
salt-cellar
pepper-shaker
vinegar-cruet
pitcher
fruit-dish
tray

NOTE. — Bring to the class all objects that can easily be brought in. Have a conversation lesson about their uses, — when, where, how, and for what purpose used.

LESSON 90

AT TABLE



food

hungry

fried

pass

soup

thirsty

roast

set

I am very hungry.

Did you set the table?

No, I did not set it. Anne set it.

Is dinner ready?

Yes, it is ready.

Don't you hear the bell?

I smell roast lamb.

A white table-cloth is on the table.

There is a plate and a napkin and a glass for each of us.

There is a knife and a fork and a spoon for each of us.

Here are your knife, fork, and spoon.

The cup and saucer are for the coffee.

I am thirsty.

I want some cold water to drink.

Here is some water for you.

Do you drink milk?

Yes, I do.

Do you eat American foods?

Yes, I eat American foods sometimes.

Will you have some soup?

Yes, thank you.

Please pass me the salt.

Will you please pass me the pepper, too?

Do you like fried eggs?

Yes, I like them very much.

We have roast lamb for dinner today.

Here are some boiled potatoes for you.

Will you have a cup of coffee?

Yes, thank you.

Shall I put milk and sugar in it?

No, thank you. I do not like coffee with milk and
sugar.

Let me give you a little more lamb.

Yes, if you please. This lamb is very good.

What do you do with the knife?

What do you do with the fork?

What do you do with the spoon?

What do you do with the napkin?

NOTE. — Tell pupils about table manners in this country.

LESSON 91

EATING AND DRINKING

beefsteak any without only enjoy meal

We eat three meals a day.

I drink a glass of milk and a cup of coffee every morning.

Some mornings I drink tea.

I put milk or lemon into my tea.

I do not put any sugar into it.

Sometimes I drink tea without lemon or milk.

I think coffee is better without milk or sugar.

Water is good to drink.

I like to drink cold water, but I do not like ice-water.

I eat lamb more than any other kind of meat.

Twice a week I have beefsteak.

Good beefsteak costs more than lamb.

I like all kinds of vegetables.

I buy fresh vegetables only.

Vegetables are cheaper in summer than in winter.

I eat fresh meat only.

Today I went to my brother's for dinner.

I enjoyed my dinner very much.

Everything was good, because his wife is a good cook.

We all had a very nice time.

NOTE. — Have a conversation lesson about food that is pure and wholesome.

LESSON 92

SIMPLE RULES FOR HEALTH

erect	breath	breathe	nourishing
plenty	deep	throw	worry
	pure	never	

Stand erect. Sit erect.

Throw your shoulders back.

Take deep and full breaths.

Breathe in as much fresh air as you can.

Sleep with your windows open every night.

Eat good nourishing food.

Drink plenty of pure water.

Keep your feet dry and warm.

Keep your body clean.

Keep your head clean.

Wear clean clothes.

Keep your teeth clean.

Brush them after each meal with a tooth-brush.

When you are reading or writing or sewing, let the
light come from behind your left shoulder.

Take long walks in the open air as much as you
can.

Get plenty of sleep. Never worry.

NOTE.—This is a general lesson on hygiene. Read and explain fully to your class; then let them read. Impress especially on their minds the importance of fresh air, cleanliness, and wholesome food.

LESSON 93

HOMONYMS

ate	cent	flour	right	to
eight	sent	flower	write	too
				two
buy	hour	hear	know	
by	our	here	no	

John had eight apples yesterday.

He ate four of them.

We buy eggs by the dozen.

A cent is made of copper.

The boy's mother sent him to the store.

How many minutes are there in an hour?

We have our books in our hands.

Bread is made of flour.

There are many pretty flowers in the park.

Here is my watch. Can you hear it?

I write my name with my right hand.

Do you know that man's name? No, I do not.

Give these two books to that man.

Give him your book, too.

NOTE. — The pupils are already familiar with the above words, but this is the first time they have seen them in groups like this. Have them make sentences with each group. Make it an oral lesson first, then let them write their own sentences. Do not attempt to teach many homonyms, as the pupils are not advanced enough to grasp many without being confused.

LESSON 94

FROM EUROPE TO AMERICA

station	steamer	leave	earn
meet	land	left	knew
met	learn	understand	told

Today is New Year's Day.

It was a year ago today that I first landed in America.

Our steamer brought us to New York.

I had left my home two months before.

I did not like to leave home.

But I wanted very much to come to America.

My father, mother, sister, and one of my brothers were in Europe.

I had left all my friends there.

I did not know any one in America.

My oldest brother was the only friend I had here.

I had never seen him before.

I did not know him.

He had come from Lynn to meet me.

He met me at the steamer.

He asked my name.

I told him my name.

He looked at me and I looked at him.

I had seen his picture.

I knew he was my brother.

I went with him.

We took the boat from New York, and went to Fall River.

From there we took the train for Boston.

Then we took a car from the station to his home.

I have been in America for one year now, and am working.

I can understand English a little, and have learned to read and write it a little.

My work is hard.

My brother told me it was easy to earn money in America, but I have found that it is hard to earn money here.

I have to work hard for it.

I get letters from home every week, and write to my friends every week.

I like to get their letters, and I know that they like to get my letters.

How long ago did you land in America?

When did you leave home?

Where did you land?

Who met you?

Did you understand English when you landed?

Is it easy to earn a living in America?

NOTE. — Have pupils write a short letter telling of their journey and themselves.

LESSON 95

WHO I AM

country

business

place

What is your name?

My name is ———.

How old are you?

I am twenty years old.

Where do you live?

I live at 108 Pleasant Street.

Are your parents here?

No, they are not here.

How long have you been here?

I have been here for one year.

What country did you come from?

I came from ———.

What city did you come from?

I came from ———.

What is your occupation?

I am a tailor.

Are you working now?

Yes, I am working in a tailor's shop.

What is your business address?

My business address is 89 Main Street.

NOTE. — Put the questions on the blackboard. After the pupils have read the lesson, let them write answers.

LESSON 96

APPLYING FOR WORK

porter anything need candy perhaps

“Good morning, sir.”

“Good morning. What can I do for you?”

“I am looking for work. Do you need a man?”

“What can you do?”

“I am willing to do anything.”

“Have you worked before?”

“Yes, I have been working for a year in a candy-factory.”

“What did you do there?”

“I was a porter.”

“Why aren’t you working there now?”

“That factory is closed now.”

“Can you read English?”

“Yes, I can read and write a little. I go to an evening school.”

“We do not need any one today, but come around again next week and perhaps we shall have work for you.”

“Thank you, sir. Good day.”

“Good day.”

NOTE. — The teacher should here explain the use of quotation marks.

LESSON 97

SOME EVERYDAY EXPRESSIONS

matter	gas	along	help
mind	both	grown	afraid

I must go.	Do not go.
I have to go.	Do not run.
He has to go.	Go on.
They sent for him.	Go along.
They are friends of mine.	He ran away.
I have heard of him.	They are away.
He is tired out.	Put it down.
They made money on it.	Take your time.
I am going to do it.	Time is up.
What is the matter?	Never mind.
It is growing cold.	He went by.
There is no more.	May be.
Will you please tell me the time?	Let me see.
Light the gas.	Hold on.
Set the table for dinner.	Both of you.
Make him do it.	Both of them.
I can't help it.	Look out.
He has grown up.	I am afraid.
That's right.	Don't be afraid
That's not right.	Try it again.

NOTE. — Let pupils memorize as many of these expressions as possible.

LESSON 98

RENTING A HOUSE

flat	deposit	just	pleasant	rent
would	gas	terms	always	move

"How do you do, sir?"

"How do you do?"

"Have you any flats to let?"

"Yes, I have a number of flats. How many rooms do you want?"

"We want five rooms with gas, bath, and hot and cold water."

"I have a very good flat on Mott Avenue."

"What is the rent?"

"The rent is twenty-eight dollars a month."

"That is more than we want to pay. Have you one for twenty dollars?"

"I have one for twenty dollars on Baker Street."

"Has it gas and hot and cold water and bath?"

"Yes, it has."

"Is there a stove in the kitchen?"

"There are two stoves, a coal-stove and a gas-stove."

"Is the wall-paper new?"

"The flat has just been painted and papered and the ceilings have been whitewashed."

"Are the rooms sunny?"

"All the rooms are very pleasant."

"On what floor is it?"

"It is on the second floor."

"Are there shades for the windows?"

"No, there are no shades. You must put up your own shades."

"Are the closets large?"

"There are good closets in the bed-rooms, and there is a large closet in the hall."

"How far is it from the cars?"

"It is only two minutes' walk from the cars."

"When may we see it?"

"I shall be very glad to show it to you now, if you would like."

"It is just what we want. We will move in on the first of the month. What deposit do you wish?"

"My terms are ten dollars down. I want the rent always ready on the first of each month. I like to have the families in my flats take good care of the rooms and keep them clean."

"We take very good care of our rooms; we want to have everything clean."

NOTE. — Subject for conversation: care of other people's property.

LESSON 99

CONVERSATION BETWEEN TWO FRIENDS

ladies gentlemen anywhere stay first-class repair

“How do you do, Paul?”

“How do you do, Tom? I have not seen you for a long time. Were you away?”

“Yes, I have been away from the city for two weeks. I have been staying with my brother.”

“Where is your brother?”

“My brother is here in the city now, and is living with me. He left his place.”

“Is he working here now?”

“No, he is not working anywhere. He is looking for work.”

“What kind of work is he looking for?”

“He is looking for a place with a good tailor. He is a good coat-maker.”

“Does he make ladies’ or gentlemen’s coats?”

“He can make both.”

“Can he do cleaning, pressing, and repairing, too?”

“Oh, yes, he can do first-class work.”

“Does he know how to speak English?”

“He speaks English well, and knows how to read and write it.”

“I think I know a place where they want some one

to do the kind of work your brother is looking for."

"Can you take him there, or tell him where the place is?"

"I will take him there tomorrow morning at eight o'clock. If he does good work, they will keep him all the time and pay him well."

"Thank you."

"I will call for him tomorrow morning at eight o'clock. Goodby."

"Goodby."

SOME PROVERBS TO LEARN

health

wealth

workman

Old friends are best.

He that will take must give.

Lost time is never found again.

A good workman is known by his tools.

Health is the best wealth.

NOTE. — Lead pupils to see that their earning capacity increases with their knowledge of English.

LESSON 100

MY FRIEND CHARLES

My friend Charles lives in Boston. I have been to visit him. He has been in America for five years. When he first came to America, he went to live in Lawrence. He lived there for six months. Then he came to Boston. He has been in Boston for four and a half years. Now he likes Boston better than any other place.

He knew very little English when he first came here, but now he can speak it very well.

For four years he worked in a shoe-shop in the day time, and in the evenings he went to an evening school. In the shop, he learned to be a good shoemaker. In the evening school, he learned how to read, write, and speak English.

Last year he opened a shoe-store for himself and now he is making money.

He likes his work and is very happy.

SOME PROVERBS TO LEARN

A place for everything, and everything in its place.

What is well begun is half done.

A man's best friends are his ten fingers.

Time is money.

It's a long way from saying to doing.

LESSON 101

SOME EVERYDAY EXPRESSIONS

alone	as	toothache	sore	handle
loaf	till	headache	pale	yourself

Let it alone.

It is all gone.

I want a loaf of bread.

Am I in your way?

As far as that house. As much as this.

As long as that. As old as you.

I finished my work in time.

She knows how to sew.

I know how to do it.

Can you hear a man? I can.

Did you speak to him? I did.

Have you done your work? I have.

We waited for her for an hour.

I have a toothache. I have a headache.

I have a sore throat.

Put on heavy clothes, or you will catch cold.

He looks pale.

We stayed up till twelve o'clock.

The handle is broken off.

How long before you can do this?

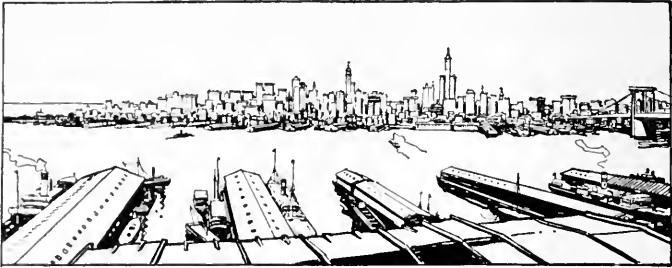
I can do it in a week.

Do it yourself.

LESSON 102

LARGE CITIES OF THE UNITED STATES

NEW YORK



world building people ship

The largest city in the United States is New York. It is the second largest city in the world. Five million and five hundred thousand people live there. New York is near the ocean.

Many ships come to New York every day from other parts of America, or from Europe. They bring people who come to make this country their home. They also bring things from Europe to America.

Many steamers go from New York to Europe, or other places, carrying people and many things from this country to other countries.

Many of the buildings in New York are very high. In that city there are people from every country.

Some people go there to live, others go there to visit, and others go there on business.

There are people in the houses; there are people in the shops; there are people in the stores, in the parks, in the schools, and in the streets.

Some day you may wish to visit New York, yourself.

CHICAGO

lake

railroad

Chicago is the second largest city in the United States. It is not on the ocean. It is on Lake Michigan. Lake Michigan is a very large lake.

From New York to Chicago is about a thousand miles. Many railroads run to Chicago, and many ships come to it from other cities on the lake.

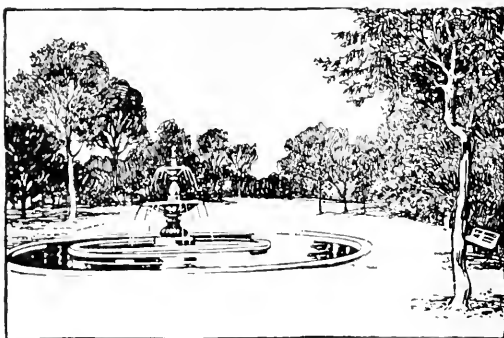
There are many factories and stores in Chicago, too.

Chicago is not so old a city as New York, but there are more than two million, one hundred eighty-five thousand people living in it now.

LESSON 103

LARGE CITIES OF THE UNITED STATES

BOSTON



Atlantic
beautiful

during
public

most
lay

library
fine

Boston is one of the largest cities of the United States. It is near the Atlantic ocean. It has many beautiful public places. The parks are many, and they are very pretty. Hundreds of people—men, women, and children, rich and poor—go to these parks every fine day in the year.

The city keeps the streets clean. There are men whose work is to sweep and clean the streets. There are other men who water the streets in the summer time to lay the dust.

There are many factories in Boston: piano factories, shoe-factories, box-factories, brush-factories, and many other kinds. Many men and women work in these factories.

There are big stores in Boston. A person can get anything he wants in these stores. The windows of these stores look very pretty during Christmas week.

Boston has many good schoolhouses. The children go there in the day time, and men and women go there in the evening.

The Boston Public Library is one of the most beautiful buildings in America.

Six hundred seventy-eight thousand people live in Boston.

PHILADELPHIA

Philadelphia is another large city. It takes about two hours to go from New York to Philadelphia by a fast train.

There are many factories and stores in Philadelphia, too. Philadelphia has a beautiful, large park. It has good day schools and evening schools.

LESSON 104

THE COUNTRY

another

vacation

Not all the people in America live in the cities. Millions of people live in the country and work there.

Many people in the country have their own farms. They like to work in the open air.

They bring or send fruits, vegetables, milk, and eggs to the cities, where people can buy them in the market, or at the stores.

Many people go from the cities to the country in the summer time for rest. When they come back they are ready for another year's hard work.

Some people have a small house in the country where they go every summer for three or four months. They like the fresh air, and the fresh milk, eggs, fruits, and vegetables. They like to have the children stay in the country during the long vacation.

Shall you have a vacation this summer?

Do you go to the country every summer?

Have you any friends there?

Have you ever worked on a farm?

Did you live on a farm in your own country?

NOTE. — Conversation about resources of the country.

LESSON 105

A HOLIDAY

return straw ticket spend arrive

Next Monday was to be a holiday. Mr. Greene had a letter from his brother, who lived in Providence. His brother wanted him to go to Providence and spend Sunday and Monday with him.

Mr. Greene had never been there. His brother told him how to get there. He told him that he would be at the station to meet him at half past seven on Saturday evening.

When Mr. Greene was through working on Saturday he went home, and, after taking a bath, he put on his Sunday clothes. Then he went to the station and bought a ticket for Providence. He paid a dollar and a quarter for his ticket.

He took the six o'clock train. On the train he met two of his friends who were also going to Providence. They arrived there at half past seven. John's brother was there to meet them. He had on a good blue suit and a new straw hat.

They all went to his house, where they found other friends. A nice dinner was ready for them in the dining-room.

Mr. Greene and his brother got up early the next morning and went to their uncle's farm, which

was near the city. They spent that day in the country.

On Monday they visited some friends and then went to the park. In the afternoon they took a boat ride on the ocean.

In the evening Mr. Greene returned to Boston. He had a very pleasant time with his brother and friends, and enjoyed his visit very much.

A RAILROAD TIME TABLE

A.M. before noon

P.M. after noon

A time table tells us at what time trains go. It tells us at what stations they stop.

A time table does not say "half past six"; it says "6.30," that is, thirty minutes past six. It does not say "twenty minutes to ten"; it says "9.40," that is, forty minutes past nine.

Look at the time table below. If you take the train in New York at quarter past eight in the morning, at what time will you get to Boston? How does the time table say quarter to ten?

New York	8.15 A.M.	10.02 A.M.	1.00 P. 1.	3.00 P.M.	5.00 P.M.	5.33 P.M.
Bridgeport .	9.45 "	11.33 "	4.25 "	6.58 "
New Haven ..	10.15 "	12.00 "	2.44 "	4.51 "	6.44 "	7.26 "
New London .	11.21 "	12.38 P.M.	3.41 "	6.00 "	7.11 "	8.32 "
Providence .	1.01 P.M.	2.53 "	5.07 "	7.37 "	9.07 "	10.15 "
Boston	2.06 "	4.00 "	6.10 "	8.43 "	10.10 "	11.20 "

LESSON 106

SOME EVERYDAY EXPRESSIONS

piano doubt about through but wrong

The work must be done.

Do it over again.

She can play on the piano.

There is no doubt about it.

What are you looking for?

I am looking for my hat.

He is looking for work.

Make a fire in the stove.

The days are growing cold.

How are you getting along? Very well, thank you

I work for Mr. Blake.

Keep on working.

Are you through? I am.

Tell him where to go.

He is here on business.

You know how to do it, do you not?

He went before you came.

Your watch is slow. Your watch is fast.

You are on time.

I have seen him but once.

Don't give it up.

This is wrong. You must make it right.

LESSON 107

WINTER

bright

dull

Winter is here. The days are short. The nights are long. The air is cold. There is snow on the ground.

It is dark when we get up in the morning. It is dark before we stop work in the afternoon.

Sometimes there is ice on the streets, and it is hard to walk. Many people fall on the ice.

Every one is dressed in warm, heavy clothes. When on the street, men and boys have on their overcoats, and women and girls have on heavy coats.

When they go into the house they take off their hats and overcoats. It is warmer in the house than it is outside.

They try to keep well. They do not want to catch cold. They try to keep their feet warm and dry.

There are dull days in winter, and there are bright days, too. On bright days many people take long walks to get fresh air. The fresh air keeps us well and strong.

NOTE. — Even on cold days there should be plenty of fresh air in the house. Explain the difference between fresh and cold air.

LESSON 108

WHAT AM I?

I am found in every country. Every one has seen me. Every one knows me. Men carry me every day in their pockets. Women carry me with them, when they go shopping. Some people have to work very hard to get me. Others don't have to work so hard. The buying and selling is done by me. I am made of copper and silver and gold and sometimes of paper.

Can you tell me what I am?

I have a face, but no mouth. I have hands, but no feet. Sometimes I am so large and heavy that one man cannot lift me. Sometimes I am so small and light that you can carry me in your pocket. Many persons look at me many times a day. What am I?

We are two friends. We must always work together. We may be large or small. One of us stays in one place. The other one can go anywhere with you. But you must not lose him, for then the one who stays at home can do nothing for you. When you have us, no one can get into your house or take your money. What are we?

LESSON 109

A VISIT

nicely

trim

beach

"There is Sarah just getting off the car. She is coming to our house, I think. Do you see her?"

"Oh, yes. Isn't she dressed nicely? What a pretty hat that is she has on, and how well her dress fits!"

"Run and open the door. Here she is at the door, now."

"How do you do, Sarah?"

"How do you do?"

"We are very glad to see you. Won't you take off your hat?"

"Thank you."

"How is your mother? Does she like to live here better than she did before?"

"She is very well and happy. She likes to live here now very much. She and I were cleaning house yesterday, and today she is sewing. She is making a white apron for Anne."

"Did you make this pretty dress?"

"Oh, yes. I cut and made it all myself, only my mother fitted it. I have learned how to trim hats, too."

"How long did it take you to make your dress?"

"It took me two weeks to make it, working evenings."

"Won't you stay to supper with us? We will have supper together, and then we will go to the park. You will not be so late that your mother will worry about you."

"Thank you, I shall be glad to stay."

"Tomorrow my mother and I are going to the beach for the day. Wouldn't you like to come, too?"

"We wanted to go to the city tomorrow and do some shopping, but I think we can go with you to the beach tomorrow, and do our shopping the day after tomorrow. We will take our lunches with us, too."

"Let us meet at Beach Station at ten o'clock, then."

"Good night."

"Good night."

LESSON 110

A LETTER

GRAND RAPIDS, MICHIGAN
May 5, 1913

DEAR CHARLES, — I was very glad to get your letter, and hear that you are doing so well in your new store. I wish you more success.

We have had a very cold winter this year, and we are glad to see the spring here. I have worked very hard this winter, but I like my work. I am working in another place this year, working shorter hours and getting more pay.

I have sent for my family to come to live here. They will be here in two weeks.

I have bought a small house, and am getting it ready for them. The house is on a nice street. It has seven rooms, sitting-room, dining-room, kitchen, bath-room, and three bed-rooms.

There is a large yard behind the house. We can grow our own vegetables there. There is gas in the house and hot and cold water.

The neighbors are very pleasant. I think we shall enjoy living in our new house.

When my family comes, I should like to have you come and spend a few days with us.

Your friend,

GEORGE DAVIS

LESSON III

THE UNITED STATES



president governor mayor free

The country in which we live is called the United States. The United States is a large country. Many millions of people live in this country. Thousands of people land here every day, from other countries, to make the United States their home. The United States is a free country.

Do you know what the head of the country is called? He is called the president. Who is he? Where does he live?

The United States is sometimes called the Union. There are forty-eight states in the Union.

What State do you live in?

What city do you live in?

What is the head of your city called?

What is the head of your state called?

Who is he?

ABBREVIATIONS OF THE NAMES OF THE STATES

Ala.	Alabama	La.	Louisiana	N.Y.	New York
Ariz.	Arizona	Me.	Maine		Ohio
Ark.	Arkansas	Mass.	Massachusetts	Okla.	Oklahoma
Cal.	California	Md.	Maryland	Oreg.	Oregon
Colo.	Colorado	Mich.	Michigan	Pa.	Pennsylvania
Conn.	Connecticut	Minn.	Minnesota	R.I.	Rhode Island
D.C.	District of Columbia	Miss.	Mississippi	S.C.	South Carolina
Del.	Delaware	Mo.	Missouri	S.Dak.	South Dakota
Fla.	Florida	Mont.	Montana	Tenn.	Tennessee
Ga.	Georgia	N.C.	North Carolina	Tex.	Texas
	Idaho	N.Dak.	North Dakota		Utah
		Nebr.	Nebraska	Va.	Virginia
Ill.	Illinois	Nev.	Nevada	Vt.	Vermont
Ind.	Indiana	N.H.	New Hamp- shire	Wash.	Washington
	Iowa			Wis.	Wisconsin
Kans.	Kansas	N.J.	New Jersey	W.Va.	West Virginia
Ky.	Kentucky	N.Mex.	New Mexico	Wyo.	Wyoming

NOTE. — Pupils should know the name of the President, the name of the governor of their state, and the name of the mayor of their city if they live in a city, and a little about the duties of each; also where the capital of the country and the capital of their state are, etc.

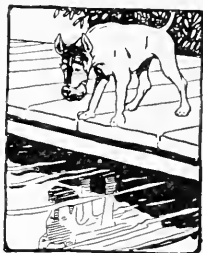
Teach the names of the states from a wall map. Do not attempt to have all the names learned for one lesson, or all the abbreviations.

LESSON 112

THE DOG AND HIS REFLECTION

reflection bridge cross jump drop

A dog had a piece of meat in his mouth. He was crossing a bridge. He looked into the water. He thought he saw another dog in it. That dog had a larger piece of meat in his mouth. He dropped his meat and jumped into the water to get the other dog's meat. There was no other dog in the water. It was his own reflection. He lost his piece of meat.



THE CROW AND THE PITCHER

stone bill reach crow top

A thirsty crow was looking for water. He could not reach it with his bill. His bill was too short. He picked up small stones and dropped them into the pitcher, one by one, till the water rose to the top. Then he drank all he wanted.



NOTE. — After reading this lesson let pupils reproduce it orally. Do the same with the following two lessons.

LESSON 113

THE FOX AND THE CROW

said

fly

wise



A crow found a big piece of cheese.

“This will make a good dinner for me,” said the crow. “I will fly to that tree and eat it.”

A wise old fox saw the crow flying to the tree with the cheese in her bill.

“I must have that piece of cheese,” said the fox. “How can I get it? I will go and talk to the crow.”

The fox sat down under the tree and said, “Good morning, my dear friend. How are you today?”

The crow did not answer him.

“How well you look today!” said the fox. “You are the most beautiful bird I know.”

But the crow did not answer him.

“I should like to hear you sing,” said the wise old fox. “You must sing very well. Please sing for me, dear Mrs. Crow.”

Then the crow opened her mouth to sing and the cheese fell to the ground.

“Thank you,” said the fox, and away he ran with the cheese.



LESSON 114

THE SHOEMAKER AND THE RICH MAN

woke sang unhappy could say

There was once a poor shoemaker. He was poor, but he was very happy. He sang from morning till night. His neighbor was very rich, but he was very unhappy. The shoemaker's songs woke the rich man in the morning. He did not wish to hear the shoemaker sing. One day he called the shoemaker, and gave him some money to stop singing.

The shoemaker took the money and went, but he could not sleep. He was afraid that some one would take the money. He took the money back to his neighbor, saying, "Take back your money, and give me back my song and my sleep."

SOME PROVERBS TO LEARN

nest healthy wealthy

Kind words go far and cost little.

Half a loaf is better than no bread.

Better to bend than to break.

The best mirror is an old friend.

Little by little the bird builds its nest.

Early to bed and early to rise

Makes a man healthy and wealthy and wise.

LESSON 115

THE TWO SERVANTS

master	party	sidewalk	worth
mistress	note	knock	toward
	servant	corner	

Once there were two rich men who lived in a far off country. Each had a servant working for him, but one was paying his servant twice as much as the other.

As these men were friends, the one who paid less was always saying to the other, "Why pay so much for a servant? Mine is as good as yours and I pay him less."

One day they were at a party where there were many people. The two friends began to talk about their servants, and again the first man told his friend that he did not think it wise to pay so much for a servant.

Upon this his friend called his servant, who was at the door waiting, and writing a note gave it to him, saying, "Take this note to my house and bring me the answer and my new overcoat."

"Very well, sir," said Luke and went out.

As soon as he had gone, his master began to speak:—

"Luke is putting on his hat. Now he is going

downstairs. He is downstairs at the door. He is opening the door. He is closing it. He is going out. He is on the sidewalk. He is at the corner of the street. He is at the park, now. He is passing in front of the schoolhouse. He is on our street. He is walking to the house. He is at the door. He is ringing the door-bell. He is going into the house. He is standing before his mistress. He is giving the letter to her. He is receiving the answer and my new overcoat. He is on his way back again. He is walking through the park. He is passing the schoolhouse. He is crossing the street. He is at the door of the house. He is knocking at the door. He is coming upstairs. He is here, now;" and then looking toward the door, he called,

"Luke!"

"Here I am, sir," said the servant, and came in at once.

"Did you go to the house and bring what I wanted?"

"Here they are, sir," and he gave them to him.

"Good, my boy," said his master, and Luke went out.

His friend said, "My servant can do as well;" and writing a note, called him in and told him to take it to the house and bring the answer.

"Very well, sir," said the man and went out.

His master began to speak as the other had done, saying: —

"Damon is going downstairs. He is at the door. He is going out. He is walking on the street. He is crossing the street. He is on Main Street now. He is walking on our street. He is near the house. He is at the door. He is ringing the door-bell. He is going in. He is giving the note to his mistress. He is receiving the answer. He is hurrying down the stairs. He is walking fast on the street. He is walking toward the house. He is at the door. He is coming up the stairs;" and then looking toward the door, he called,

"Damon!"

"Yes, sir," said the man.

"Did you bring the answer?"

"I — I beg your pardon, sir, but I am looking for my shoes."

The men there looked at each other; then Luke's master said, "Do you see, now, how much my servant is worth to me?"

LESSON 116

THE AMERICAN CITIZEN

citizen born become naturalized

Every one who is born in America is an American citizen. Children under twenty-one years whose father has become an American citizen by being naturalized are also citizens.

Any one who was not born in America but has lived here for five years, year after year, and wishes to make this country his home, may become an American citizen.

Mr. Brown was born in this country. He is an American citizen.

Mr. Green was born in this country. His father was not an American citizen, but Mr. Green is an American citizen, because he was born here.

Mr. Schmidt was born in Germany. He came to this country ten years ago, when he was thirty years old. He has been naturalized. He is an American citizen.

Mr. Schmidt's older brother, William, came to America with him. William has lived here ten years, too. But he has not been naturalized. He is not an American citizen.

Mr. Hansen came to this country eight years ago and lived here for three years. Then he went back to his own country for two years. He came back to the United States three years ago. He cannot become an American citizen yet. He has not lived here for five years, year after year.

Mr. Russo was born in Italy. He came to America with his parents when he was ten years old. His father became an American citizen. Mr. Russo is an American citizen. He need not be naturalized.

Mr. Canepi was born in Italy, too. He came to this country when he was fifteen years old. His father was not naturalized; he never became an American citizen. Mr. Canepi is not an American citizen. He must be naturalized.

Mr. Blazewitz was seventeen when he came to this country with his father. In five years his father became an American citizen. But Mr. Blazewitz was more than twenty-one years old when his father became an American citizen. Mr. Blazewitz is not a citizen. He must be naturalized.

LESSON 117

CITY GOVERNMENT

law	property	elect	judge
life	safety	obey	justice
	court	vote	

Thousands of people live in a city; in the larger cities are many hundred thousands. In New York and Chicago there are millions. Each city has its own laws. These laws are made by the people to get order and safety for the life and property of all.

In a large city all the people can not meet to make these laws. They elect a number of men to make their laws. They elect them by voting. All men who are twenty-one years old or over and are citizens can vote. The men who are elected are called the Board of Aldermen. Some cities have also a Common Council.

The people also elect men to see that these laws are obeyed. The Mayor is at the head of the city.

The city has its courts. The courts give justice to the people. The head of the court is called a judge.

NOTE. — Have a conversation lesson about the legislative, executive, and judicial departments of city government. Do not go into details with beginners.

LESSON 118

DEPARTMENTS OF THE CITY GOVERNMENT

department

chosen

police

The business of a city is very large. It is divided into departments. Each department has its head. Most of them are chosen by the Mayor and the Common Council.

Some of the departments of the city government are the Street Department, the Water Department, the Police Department, the Health Department, the Park Department, and the School Department.

Can you think of other departments?

What does the Street Department do?

What does the Water Department do?

What is the work of the Park Department?

How does the Health Department help the people?

What department keeps the streets clean?

What department puts out fires?

What department takes care of the schools?

LESSON 119

THE POLICE DEPARTMENT

policeman	heat	hurt	against
policemen	smoke	wake	arrest
duty	alarm	crowd	direct

In a large city there is a policeman at nearly every street corner.

Policemen are on duty all the time, day and night, in the heat of the summer and the cold and snow of the winter. They must be very strong and healthy.

In the crowded parts of the city, there are policemen at the crossings, to see that no one is hurt.



When some one wants to find his way, the policeman directs him. When a child loses his way, the policeman takes him to the station house, and the parents of the child can find him there.

At night while all the people are sleeping, if the policeman sees smoke coming from a house and finds that there is a fire, he rings the fire-alarm, and wakes up the people in the house where the fire is.

If a person does anything which is against the law, the policeman arrests him.

The Police Department cares for the safety of life and property.

LESSON 120

THE FIRE DEPARTMENT



engine

ladder

different

horse

engine-house

employ

rung

brave

hose

quickly

save

use

Another department that cares for the safety of life and property, is the Fire Department. The city employs hundreds of firemen, who are ready at any time, day or night, to save life and property.

These firemen stay in engine-houses in different parts of the city. In each engine-house there are two or more engines, four or more horses, and hose and ladders.

When there is a fire the fire-alarm is rung. The horses take their places in front of the engines quickly when they hear the alarm. Soon the engines are on the street. The fire bells are ringing! The horses run fast! What fine horses they are!

How hard the firemen work putting out the fire!
They go into the fire and smoke to save life and property.

The firemen must be strong and brave, too.

Where is the nearest engine-house to your house?

What is the engine used for?

What is the hose used for?

What is the ladder used for?

Where are the fire-alarm boxes?

NOTE. — Have a conversation lesson about care; how to avoid fires, what to do and not to do, etc.

LESSON 121

THE SCHOOL DEPARTMENT

The city spends more money for the School Department than for any other department. It wants to teach the children to become good citizens. It does everything for the well-being of the children.

Some of the finest buildings in the city are the school-houses. The teachers do all they can to help make the children healthy in body and in mind. They teach them how to take care of themselves and how to enjoy life, how to make a good living, how to work for the good of their city and country, and to try to make their city the best in the world and be the best citizens.

In many cities, the city buys all the books, paper, pencils, pens, and ink for the children.

The city wants all the people to know how to speak English and read and write it, and to know all about the city government.

It spends thousands of dollars that people may go to the evening schools, and may learn all that they can free of cost.

LESSON 122

THE FLAG

flag

stripe

freedom

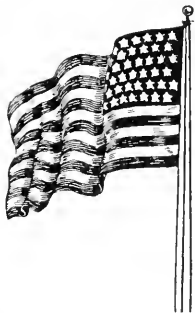
What a beautiful flag this is!
Have you seen this flag before?
Where have you seen it? Whose
flag is this?

This beautiful flag is sometimes
called "the red, white, and blue."
Do you know why it is called so?

Count the stars in the flag. How
many do you find? Each star stands for one of
the states in the Union.

Count the stripes. What do they stand for?

The American flag gives freedom and justice to
all living under it.



HOW TO BECOME AN AMERICAN CITIZEN

NOTE. — It is not expected that the class can read and understand this lesson at once. It is intended to serve only as a basis for careful explanation by the teacher.

All who come to the United States to make it their home, should become citizens of this country.

There is a United States court in every city, town, or district in which those who want to become citizens may be naturalized.

There is a United States court in your own district that will naturalize you. But before this Court will give you your citizenship certificate or "first paper," as it is sometimes called, the following things are to be done:

(1) You must go to the United States Court of the city, town, or district in which you live and declare that you intend to become a citizen. This is called your DECLARATION OF INTENTION. You may do this just after you have landed in America or at any other time, but you must be eighteen years old or more. You must give your full name, age, occupation, the country you came from, the name of the ship in which you crossed the ocean to come

here, if you had to cross it, and where you live now.

(2) Two years after you have made your Declaration of Intention you must make and file in the same Court a PETITION in writing signed by *you* in your own handwriting. The Petition states that you wish to become a citizen of the United States. You can do this only after you have lived for five years continuously in the United States, and not less than two years, nor more than seven years, after getting your first certificate. You must be able to speak English and must understand some things about the laws of this country; how they are made and how the country is governed.

You must have two witnesses who are citizens of the United States and who shall say under oath that they have known you personally and that you have lived in the United States for at least five years continuously and at least one year in the state in which you apply to become a citizen, and that you are a person of good character.

Ninety days after you have filed this Petition,

you must go to Court again and under oath say that you will support and defend the Constitution of the United States and its laws. Then if everything is satisfactory, the clerk will give you a certificate of full citizenship, or, as it is sometimes called, your "second paper."

The filing of the Declaration of Intention will cost one dollar, and the final papers will cost four dollars, so that the total cost of becoming a naturalized American citizen is five dollars.

APPENDIX

APPENDIX

PERSONAL PRONOUNS

<i>Singular</i>				<i>Plural</i>	
<i>nom.</i>	I			we	
<i>poss.</i>	my, mine			our, ours	
<i>obj.</i>	me`			us	
<i>nom.</i>	you			you	
<i>poss.</i>	your, yours			your, yours	
<i>obj.</i>	you			you	
<i>nom.</i>	he	she	it	they	
<i>poss.</i>	his	her, hers	its	their, theirs	
<i>obj.</i>	him	her	it	them	

CONJUGATION OF VERBS

TO HAVE

<i>Present</i>	
<i>Singular</i>	<i>Plural</i>
I have money.	We have money.
You have money.	You have money.
He has money.	They have money.

<i>Past</i>	
I had money.	We had money.
You had money.	You had money.
He had money.	They had money.

Future

I shall have money.	We shall have money.
You will have money.	You will have money.
He will have money.	They will have money.

Present Perfect

I have had money.	We have had money.
You have had money.	You have had money.
He has had money.	They have had money.

NOTE. — The teacher should note that this is only a partial conjugation.

TO BE

*Present**Singular**Plural*

I am here.	We are here.
You are here.	You are here.
He is here.	They are here.

Past

I was here.	We were here.
You were here.	You were here.
He was here.	They were here.

Future

I shall be here.	We shall be here.
You will be here.	You will be here.
He will be here.	They will be here.

Present Perfect

I have been here.	We have been here.
You have been here.	You have been here.
He has been here.	They have been here.

To Go

Present

Singular

I go to school.
You go to school.
He goes to school.

Plural

We go to school.
You go to school.
They go to school.

Past

I went to school.	We went to school.
You went to school.	You went to school.
He went to school.	They went to school.

Future

I shall go to school.	We shall go to school.
You will go to school.	You will go to school.
He will go to school.	They will go to school.

Present Perfect

I have gone to school.	We have gone to school.
You have gone to school.	You have gone to school.
He has gone to school.	They have gone to school.

NOTE. — Have other verbs, both regular and irregular, conjugated in a similar manner. Let oral work precede written work.

TO WORK

*Present**Singular*

I work.
You work.
He works.

Plural

We work.
You work.
They work.

Past

I worked.
You worked.
He worked.

We worked.
You worked.
They worked.

Future

I shall work.
You will work.
He will work.

We shall work.
You will work.
They will work.

Present Perfect

I have worked.
You have worked.
He has worked.

We have worked.
You have worked.
They have worked.

INTERROGATIVE FORM OF TO WORK

*Present**Singular*

Do I work?
Do you work?
Does he work?

Plural

Do we work?
Do you work?
Do they work?

Past

Did I work?	Did we work?
Did you work?	Did you work?
Did he work?	Did they work?

Future

Shall I work?	Shall we work?
Will you work?	Will you work?
Will he work?	Will they work?

Present Perfect

Have I worked?	Have we worked?
Have you worked?	Have you worked?
Has he worked?	Have they worked?

PRINCIPAL PARTS OF IRREGULAR VERBS IN
MOST COMMON USE

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
awake ¹	awaked or awoke	awaked
be	was	been
bear	bore	born
bear	bore	borne
beat	beat	beat or beaten
begin	began	begun
bend ¹	bended or bent	bended or bent
bid	bade	bidden
bind	bound	bound

¹ This verb is both regular and irregular.

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
hang ¹	hung or hanged	hung or hanged
have	had	had
hear	heard	heard
hide	hid	hidden or hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read

¹ This verb is both regular and irregular.

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show ¹	showed	showed or shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum

¹ This verb is both regular and irregular.

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
weep	wept	wept
wet	wet	wet
win	won	won
write	wrote	written

VOCABULARY

ALPHABETICAL LIST OF WORDS USED IN THE LESSONS

The number after each word refers to the lesson in which the word first appears.

- | | | |
|--|---|---|
| <p style="text-align: center;">A</p> <p>a, 1</p> <p>abdomen, 74</p> <p>about, 101</p> <p>across, 76</p> <p>address, 51</p> <p>afraid, 97</p> <p>after, 27</p> <p>afternoon, 31</p> <p>again, 39</p> <p>against, 119</p> <p>ago, 79</p> <p>air, 41</p> <p>aisle, 86</p> <p>alarm, 119</p> <p>all, 63</p> <p>alone, 101</p> <p>along, 97</p> <p>always, 98</p> <p>am, 13</p> <p>America, 31</p> <p>American, 36</p> <p>an, 25</p> <p>and, 4</p> <p>ankle, 74</p> <p>another, 104</p> <p>answer, 52</p> <p>anvil, 84</p> <p>any, 91</p> <p>anything, 96</p> <p>anywhere, 99</p> <p>apple, 25</p> <p>April, 57</p> <p>apron, 26</p> <p>architect, 83</p> <p>are, 8</p> <p>arm, 16</p> <p>around, 76</p> <p>arrest, 119</p> <p>arrive, 104</p> <p>as, 101</p> <p>asparagus, 62</p> <p>at, 18</p> | <p>ate, 44</p> <p>Atlantic, 103</p> <p>attic, 22</p> <p>August, 57</p> <p>aunt, 21</p> <p>autumn, 57</p> <p>avenue, 53</p> <p>away, 27</p> <p>awl, 84</p> <p style="text-align: center;">B</p> <p>baby, 6</p> <p>back, 16</p> <p>bacon, 73</p> <p>bad, 19</p> <p>bag, 1</p> <p>bake, 26</p> <p>baker, 83</p> <p>banana, 32</p> <p>barber, 83</p> <p>bargain, 86</p> <p>barrel, 65</p> <p>basket, 4</p> <p>bath-room, 22</p> <p>be, 27</p> <p>beach, 109</p> <p>beans, 62</p> <p>beautiful, 103</p> <p>because, 78</p> <p>become, 116</p> <p>bed, 22</p> <p>bed-room, 22</p> <p>bed-spread, 22</p> <p>bed-spring, 22</p> <p>beef, 73</p> <p>beefsteak, 91</p> <p>beet, 62</p> <p>before, 28</p> <p>beg, 39</p> <p>began, 55</p> <p>begin, 55</p> <p>behind, 76</p> <p>bell, 1</p> | <p>belt, 80</p> <p>bend, 64</p> <p>bent, 64</p> <p>beside, 76</p> <p>best, 66</p> <p>better, 66</p> <p>between, 76</p> <p>big, 8</p> <p>bill, 61, 112</p> <p>bird, 36</p> <p>birthday, 58</p> <p>biscuit, 88</p> <p>black, 32</p> <p>blackberry, 62</p> <p>blacksmith, 83</p> <p>blanket, 22</p> <p>blood, 74</p> <p>blow, 40</p> <p>blue, 32</p> <p>boat, 38</p> <p>body, 74</p> <p>boil, 88</p> <p>bone, 74</p> <p>book, 5</p> <p>born, 116</p> <p>borrow, 61</p> <p>both, 97</p> <p>bottle, 6</p> <p>bought, 63</p> <p>box, 3</p> <p>boy, 4</p> <p>brain, 74</p> <p>brave, 120</p> <p>bread, 5</p> <p>break, 64</p> <p>breakfast, 82</p> <p>breath, 92</p> <p>breathe, 92</p> <p>bridge, 112</p> <p>bring, 12</p> <p>bright, 107</p> <p>broad, 75</p> <p>broke, 64</p> |
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